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HOME TEACHING IN CANADA: A REHABILITATION SERVICE
FOR BLIND PERSONS

by

Louise D. Cowan

Thesis submitted in partial fulfilment of the
requirements for the degree of Master of Social
Work, University of Toronto, October, 1948.

PREFACE

On the thirtieth of March, 1948, The Canadian National Institute for the Blind completed thirty years of work with the civilian and war-blind of Canada. One of the first services inaugurated by the Institute, and one which has continued to the present with increasing scope and recognition, is that of home teaching. Now, at the end of these three decades of useful and appreciated instruction, it is well to review the way home teaching has come, and to mark out some part of the road ahead.

The basic problem of the newly-blinded adult is that of adjustment to life without sight; the work of the home teacher is to assist the newly-blinded in making this adjustment. The following exposition, then, presents the needs of the adult blind and the service which home teaching provides. The study will also record the theory and practice of these first thirty years and will conclude with an evaluation of any changed emphases or new trends in the home teaching service.

The study brings together into one document the diffuse story of the pioneer efforts of specially trained blind teachers ministering to their fellow blind.

Such a record should be of worth to The Canadian National Institute for the Blind because the pertinent information has not been previously collected; it should also be a memorial to the labour, inspiration and loyalty of those who have instituted and continued the teaching of the adult blind in their homes.

The material upon which this essay is based has been collected from annual reports, minutes of meetings, periodicals, books, personal letters and interviews and a special questionnaire.

My thanks are here tendered to those who have helped me, especially Colonel E.A. Baker, Managing Director of The Canadian National Institute for the Blind; Miss Mary A Clarke, National Director of Welfare Services, The Canadian National Institute for the Blind; Miss Elizabeth Rusk, National Consultant, Home Teachers, The Canadian National Institute for the Blind; Miss Elizabeth S. L. Govan School of Social Work, University of Toronto; Mr. S R. Hussey, School for the Blind, Halifax; the members of the Home Teaching staff who have responded helpfully to my requests for information; and the many readers who have helped me assemble this material.

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CHAPTER I

INTRODUCTION

The history of education in Canada, with the exception of the Province of Quebec, has shown that, for nearly a century, elementary instruction has been provided for its young citizens by municipal and provincial governments. In Quebec, education is chiefly the responsibility of the Roman Catholic Church. As education became recognized as a public responsibility, educational facilities were extended to the physically handicapped.

Residential schools for children blind or partially blind but without other serious physical or mental handicaps have been established in several centres across Canada. The Halifax School for the Blind, founded in 1867¹ is a provincial government institution serving the blind youth of the three maritime provinces. In the Province of Quebec the Montreal School, established in 1912² under private and public auspices, carries on its work largely among English-speaking children. An older organization, the Nazareth Institute, founded by the Grey Nuns in 1861,³

¹Directory of Activities for the Blind in The United States and Canada, Seventh Edition; New York: American Foundation for the Blind Incl, 1947, p. 108.

²Ibid.

³Ibid.

is also located in Montreal. The Ontario School for the Blind in Brantford, opened in 1872⁴, provides educational facilities for the blind children of the three prairie provinces in addition to those in Ontario. The governments of Manitoba, Saskatchewan and Alberta pay all the educational costs, including the transportation expenses of blind students within their borders. The most recent school, at Vancouver, was established privately about 1917 and was taken over by the provincial government in 1922⁵. It serves deaf children as well as blind. Although at the present time education of blind children is not compulsory, registration records at the Canadian National Institute for the Blind show that there are very few eligible children who fail to attend one of these free institutions.

In Great Britain public responsibility for the education of blind children was not assumed until much later. This delay, however, was not so serious as it might at first seem, for private organizations and individual philanthropists had for a long time sponsored some education for the blind. Unfortunately the standards were uneven and the schools were often too remote for many of the children.

⁴Ibid., p. 109.

⁵Ibid.

A royal Commission was constituted in 1885 to investigate and report upon the condition of the blind in the United Kingdom, the various systems of the education of the blind, elementary, technical and professional, at home and abroad, and the existing institutions for that purpose, the employments open to and suitable for the blind and the means by which education may be extended so as to increase the number of blind persons qualified for such employments⁶.

Among the recommendations presented was one advocating government aid in the education of blind children. Legislation arising out of this report was set forth in The Elementary Education (Blind and Deaf) Act. 1893, which "aimed at extending to blind and deaf children the education made generally compulsory by the act of 1870."⁷

Thus by the end of the nineteenth century in both Canada and Great Britain there was free state elementary education in special schools for blind children not otherwise seriously handicapped. The development of instruction of the adult blind, growing up without government support, has had a very different history. This difference was inevitable, since the person who loses his sight in early or late adulthood has problems unlike those of the child born blind or the one who loses his sight in early childhood.

⁶J. M. Ritchie Concerning the Blind (Edinburgh: Oliver and Boyd, 1930) p. 95.

⁷Ibid., p. 102.

The blind child is taught, from the outset, to make maximum use of his remaining faculties, particularly those of touch and hearing. He learns to read and write Braille, to operate a talking book machine and to use a standard typewriter. With the aid of these and other special tools, and the verbal description of all manner of tangible and intangible things given him by teachers, family and friends, as well as actual experience of objects which he can handle, the blind child increases his knowledge of the world and of the society in which he lives; he tends to satisfy his needs by adapting his abilities and behaviour to his surroundings. The chief difference between the blind and the seeing child is that the former must be taught specifically about things which he cannot know intimately; the latter learns many of these same things, frequently without conscious effort by imitation and observation. The objective of education--to assist the individual in finding a full and satisfying way of life--applies both to the blind and the seeing child. The blind child, however, in order to attain this quality of life requires in the initial training period particular tools and methods of teaching. For this reason special schools for blind children are desirable.

The blind child usually accepts his handicap without much question, as a young child accepts any

demonstrable or stated fact, and the special skills he acquires in his growing up tend to compensate for many of the restrictions and limitations caused by his blindness. The person who loses his sight in adult life, however, is totally unprepared to carry on his business and social affairs without the aid of eyesight. Everything he has done all his life has required sight. He has looked where he was going when he walked. He has read the newspaper and signed his name to documents with the aid of sight. He decided whether his clothes were neat clean, the weather fine, or who was coming down the street--all in a glance. A man who has lost his sight may have been able to plough, teach school, operate a press; a woman may have kept house, been in business or a profession. In all these tasks the ability to see where things are and what one is doing has been an integral part of the performance. Accustomed thus to use sight in every activity, the adult, if the onset of blindness is at all sudden, will be left shocked and impotent.

A few people, thus blinded, have a tenacity of will which enables them to take cognizance of their situation and so to plan and work, with the help of family and friends, that they are able to rehabilitate themselves and make a fair adjustment to their blindness.

TABLE 1

COMPARISON OF PERCENTAGE OF BLIND
PERSONS IN THREE AGE GROUPS
OF THE CANADIAN POPULATION^a

Age Group	General Population Statistics	Registered Blind Population	Percentage Blind
19 and under..	4,318,586	688	0.016%
20 - 39	3,602,816	1,568	0.043%
40 - 69.....	3,125,162	6,016	0.192% ^b

^aSources: Canada, Department of Trade and Commerce. The Canada Year Book, 1947: Canadian National Institute for the Blind, Age Classification of Blind Persons in Canada, Toronto, 1940.

^bThis table indicates that the percentage of blindness increases with each age group.

There is an increase of blindness among the older age group as indicated by the above table. Most of these elderly people, as well as the younger blind, lack the stimulus and incentive to take up the business of living at the place where they were just before they lost their sight. These people need encouragement, specific help and guidance so that they may resume their proper responsibilities. This end is occasionally achieved by

the removal of the newly blinded person from his home to a training centre; most however, make their adjustment in their own home where the other members of the household can also make an adjustment to the newly blinded, learning to be understanding and helpful but not over-protective.

The task of guiding a depressed and seemingly incapacitated blind person to a buoyant and useful life is indeed a challenge evoking insight and skill. In Canada this most important initial step in the rehabilitation of the blind adult is undertaken by a comparatively small staff of specially trained blind women who are known as home teachers.

Any historical examination of home teaching in Canada may well be introduced by a sketch of the very beginnings of home teaching. This service, begun in England, developed almost entirely from the work of one man.

William Moon was born in Brighton in 1818. He was a very spiritual man, a student for the ministry. While he was studying, his sight began to fail. The condition progressed until he was obliged to give up his university work. He learned the various embossed systems of reading and writing then in existence in England, Braille and linotype being the **most** important. It seemed

to him at this time that he might take up teaching in one of the institutions for the blind. But this plan was rejected, for as he continued constant in prayer and ever alert to the direction of the Holy Spirit, he believed that God was calling him to be missionary to the blind. He responded to the call and worked for and with the blind, always with a religious motive, to the last days of his life.

Dr. Moon - he was given the honorary degree, Doctor of Laws, for his service to the blind - sought out the older blind people in their homes throughout all of England. If they could but have the consolation of the Scriptures, he thought, they could experience the joy he knew. He set about to teach the shut-in and blind people the embossed systems of reading which he himself had learned, but these older men and women had never developed their sense of touch and they were not able to detect the characters which the young blind children in the schools caught so readily. This at first was very discouraging. Yet, since God had called him to spread the Word to the blind, He would surely show the way.

After a period of much prayer, and investigation into the difficulties of existing raised type

"I attempted," says Dr Moon, "the construction of a system of reading adapted to all classes and capacities of the blind. By the Divine blessing

upon my endeavours I was enabled to project a plan embracing very simple characters for the alphabet which is composed principally of the Roman letters in their original or slightly modified forms, combined with full orthography. Where I could not alter to advantage some of the more complex letters of the Roman alphabet, I removed them altogether, and substituted new characters in their stead; and when the alphabet was completed, it was found to consist of only nine characters of very simple formation placed in various positions."⁸

These larger and more familiar letters could be learned by nearly all his pupils. By this system a man, who for five years tried in vain to read by the other types, could in ten days read easy sentences by Moon's system.

Dr. Moon was now convinced that with Divine aid he had found a way whereby the blind of all ages could read. Because it was God-inspired he believed his system to be the perfect embossed type and thought that it therefore should be accepted universally for children as well as adults. Experience has shown that Moon's system cannot replace Braille's but only supplement it. The dot system of Louis Braille has the advantage that it can be written as well as read. It is also less bulky, and for those who can detect the dots, it can be read much more rapidly than Moon's type; but Moon's system, known now as Moon type, alone can serve the great mass of the aged and infirm who so often sit at home bored, depressed and irritable.

⁸William Moon, Light for the Blind (London: Longmans Co. 1877) pp. 6 ff.

Braille and Moon type, therefore, meet different needs and are both essential, though at the present time their importance has somewhat diminished as the result of the invention of the talking book.

The development of Moon type would be of little profit unless literature in the system was made available to blind readers. Dr. Moon says

After a lapse of two years during which I frequently sought Divine guidance and assistance my prayers were answered. A Christian friend kindly gave me sufficient movable type to commence the work; and the first publications appeared in June, 1847, in the forms of a Monthly Magazine and Devotional Extracts.⁹

After this beginning, funds began to pour in from wealthy and interested citizens and the books of the Bible were soon coming from the Moon Society Press. Within the space of five years one patron paid for 9,909 volumes to be given to libraries throughout Great Britain, America and Australia; and he and others continued such gifts as long as Dr Moon lived.

In order to teach his system to his pupils, Dr. Moon had cards embossed with the alphabet, and for the first reading lesson he used the familiar Lord's Prayer. Succeeding lessons consisted of other well-known Biblical quotations. When the pupil could read on his own he was supplied with books from the lending libraries.

As the number of readers of the new system increased, a difficulty arose in handling the books--carrying them to pupils and exchanging volumes. Again Dr Moon sought direction and he was led to agitate for an approved organized carrying system, and in 1855 The Society for Supplying Home Teachers and Books in Moon Type was instituted in London. The names of **many** eminent persons appeared on the Society's board and membership lists. "The Bible for the Blind" became the Society's motto.

One of the vice-presidents of the organization, the Right Reverend the Lord Bishop of Ripon speaking at an annual meeting, described the purpose and function of the society as follows:

You are all aware what the real objective of this society is. It is to teach the blind to read the Word of God by the system which is generally known as Moon's system of embossed type. The objects of the teacher's visits may be thus expressed: (1) to teach gratuitously all who are able and willing to learn to read; (2) to act as colporteur, to lend and exchange the Books of the Bible, and instruct in its meaning; also to lend other books printed in Moon's type; (3) to act as Scripture reader to those who, from advanced age or infirmity, are unable to learn to read by the tips of the fingers.¹⁰

The first teacher employed by the Society was a blind man who in the course of twenty years taught four hundred and two blind persons to read. But although Dr. Moon and certain others believed that the blind, in

¹⁰Ibid., p. 189.

general, made better teachers of the blind because of the faith and challenge their own personal achievement inspired in the pupil, yet the parent home teaching organization in London, and the local county societies, which later developed, did not continue the practice of employing blind teachers. Their reasons were these: there were more seeing than blind people willing and competent to carry out the objectives stated above, and people with sight could travel more cheaply and could carry and exchange books more regularly.

Home teaching soon spread from England to Ireland and Scotland. Moon, **himself**, accompanied by his son, embarked upon a missionary tour in Europe, embossing the first Moon type lessons in the language of each country visited. As the success of his mission was demonstrated, the British and Foreign Bible Society granted money to provide presses for embossing the Bible in French, Dutch, German and other languages. Dr. Moon's own account of his journey relates tellingly the comfort, joy and new-found courage of those he had taught to read. He describes his visit to an elderly woman living in a blind colony in Paris known as the Quinze-Vingts; she quickly learned to read his system and expressed her great joy in being able to study the Scriptures. "When she came to the last verse of the 3rd Chapter of St. John, and read the words, 'He that

believeth on the Son hath everlasting life," she said, "Oh! it does not say he may have, or he shall have, but that he hath everlasting life."¹¹

To the blind in foreign countries whom he could not visit, Dr. Moon sent the alphabet cards and the texts in the native language. Egypt, India, China and Japan were introduced, in this way, to embossed reading.

There is a record, too, of books having been sent to Canada between 1868 and 1870.

Some time since, I forwarded to Toronto a small library of Embossed Books, which were gladly welcomed by the blind; and Mr. McGann kindly taught several to read who found much pleasure and comfort in the use of them. We trust that the friends of the cause will continue their efforts until the whole of the Blind of Canada are capable of reading the Word of God. Our first reader in Toronto was a lady seventy-six years of age! Her joy was extreme when she found she was again able to read the Bible - a privilege she had not enjoyed for many years.¹²

The following extract from a letter written by a Mrs. McCree in Quebec acknowledging a gift of books sent to that city expresses the gratitude which the adult blind everywhere felt for a type which they themselves could read.

¹¹Ibid., p. 28

¹²Ibid., p. 56

Palace Gate, Quebec.

My dear Sir,

I feel most grateful to you for your kindness in sending me such a handsome supply of books for the Blind. The box arrived a few days ago, and already it is fast being emptied by the applications for its contents. I intend keeping some of the Books to lend out, particularly the Hymns; for when they are once learned, there is not so much need of their being possessed. The Lives also of Martin Luther and George Stephenson lent, will be a great pleasure to the many, instead of as gifts to the few. In these colder latitudes there seems to be not nearly so much blindness as in the warmer ones, or even as in England. A poor, crippled little girl here, whom I began to teach a few months ago, now knows perfectly how to read. Her difficulty was in learning to spell, but your timely present to her of the Spelling Book remedied the evil; and if she could write she would tell you how grateful she felt for your kindness to her.¹³

Although Moon Type came to be embossed in some four hundred and seventy-six languages and dialects, home teaching seemed to take root only in the English-speaking countries. The first home teaching society outside the British Isles was organized in the United States of America. In 1882 Dr. Moon came to America with his daughter. There were some sporadic attempts towards organizing home teaching in Chicago and several other cities but none of these efforts succeeded. A permanent foundation was established, however, in Philadelphia where the treasurer of the local Bible Society became

¹³Ibid., p. 57

interested and gave active leadership to the work for sixteen years, until Dr. Robert Moon, son of William Moon, came to live in America. He then became the energetic secretary of the organization with the long title of the Philadelphia Home Teaching Society and Free Circulating Library for the Blind.

Under Dr. Robert Moon the Philadelphia **Society** broadened the scope of home teaching. With the assistance of a State appropriation, embossed secular works were added to the library which until then had been solely composed of religious and devotional literature. The home teacher no longer limited his instruction to the teaching of embossed reading. Although learning to read was still held to be the pupil's prime objective, Dr. Moon now encouraged the teaching of pastimes, hobbies and home industries. Reading was given first place because it was believed that when the pupil found he could read he would be encouraged to go on to other things. The pupil's own interests, capacities and goals do not appear to have been much considered. It seemed that a procedure that had been satisfactory for one should be equally good for all.

Although some inadequacies may appear readily enough in retrospect the pioneer efforts of this American organization deserve recognition. By the time of Dr.

William Moon's death in 1894 the foundations of a new social service were well laid. In scarcely half a century, in one man's lifetime and as the result of one man's inspiration and leadership, the needs of the blind - especially the adult blind - were recognized, studied and partially met. Dr. William Moon not only devised what is still the most easily learned form of embossed reading, but he carried it to the blind in their homes. Perhaps incidental to Dr. Moon's cause, but of great significance to many blind people is the fact that he created a demand for home teachers and thus opened to blind people, possessing certain qualifications, a field of endeavour in which blindness is an asset. It therefore seems just to attribute to Dr. Moon the distinction and title of the founder of home teaching.

CHAPTER II

THE FIRST HOME TEACHING IN CANADA

The first home teaching in Canada was begun during the last decade of the nineteenth century by Sir Frederick Fraser, who was for many years Superintendent of the School for the Blind in Halifax. Sir Frederick, himself blind, had attended the celebrated Perkins Institute for the Blind in Massachussetts. No doubt while he was there he learned something of the home teaching that was being inaugurated by Dr. Robert Moon. Whether that be so or not, when Sir Frederick came to Nova Scotia as superintendent of the provincial school in Halifax, he quickly became the pioneer of organized work for the blind in this country.

Although Sir Frederick's first responsibility was for the students of the School for the Blind, his work was not confined to the blind of school age. His work with the blind students prompted his interest in the problems of the blind who were not in attendance at the School--blind pre-school children and adults.

Sir Frederick observed that frequently blind children, when they first came to school, were seriously

retarded in all aspects of their development. Although some parents show great wisdom in teaching the blind child to do as much for himself as possible, teaching him to feed and dress himself, to play and behave like other children, the majority of parents of blind children need and appreciate guidance from people more familiar with the problem. Many blind children, moreover, were not allowed to attend the residential school because the parent were afraid to send their children away from home.

The first five or six years of a child's life, the pre-school age, are generally recognized as the formative years, the most important years of a person's life. It is a great misfortune that these years should be wasted for the blind child. To use them more effectively requires special direction, and time on the part of the parents. To help parents prepare blind children for the residential school and, indeed, for all of life, Sir Frederick organized an Extension Service of the School. He selected one or two of the senior students of the school who had poise and an understanding of human problems, as well as academic ability. These young persons, without special training, were hired by the School for what would now seem a pittance, to visit the homes of the blind pre-school children. It was their duty to advise the parents about methods of teaching the child, and at the same time to

explain to the parents about the School for the Blind at Halifax, and the opportunities that were there available to blind children. Their own cheerful, intelligent conduct probably proved their most convincing argument.

An extract from a letter of Mr. S.R. Hussey, one of the first, if not the first, of those to undertake this special work, explains in delightful **style** this combined publicity and social service.

Perhaps the seeds of home teaching were germinating when, in the summer of 1892, as a senior student I was sent to Eagle settlement in New Brunswick, to instruct two little "eaglets" in the Braille system and in manual work. During my visit I was successful in removing from the minds of the parents the dread of far away school and in that Autumn one of the Eagle children was enrolled as a pupil of the School....Those were the days when remuneration was small and living expenses were comparatively low. I started teaching in 1893 and thought myself "passing rich" on twelve dollars a month, plus room and board. Of course when I was not travelling for the School I had to board myself for three months in the summer. However, as I have said, living was cheap and a salary of one-fifty to two-fifty per week supplied my needs in a county home. Superintendent Fraser, (Sir Frederick Fraser), had to work with the means at his disposal. He would employ his own graduates and he would carry services to the blind wherever they were. Sir Frederick and his underpaid staff gave the start to the work.¹

The other group of blind people for whom Sir Frederick felt concern were the adult blind--both the

¹Letter from S.R. Hussey, School for the Blind, Halifax, to Miss M.A. Clarke, Canadian National Institute for the Blind, Toronto, June 2, 1948.

graduates of the School and those who had lost their sight in more advanced years, and had, therefore, **never** attended a school for the blind. To help meet the needs of this adult group Sir Frederick further developed the School Extension Service. For the graduates of the School, work placement was the prime need and this problem was referred to an association organized chiefly for this purpose.² But for the other blind adults a social rehabilitation service was necessary.

For many years those interested in the welfare of the blind in the Maritime Provinces had felt that an effort should be made to relieve the monotony of the lives of those who were deprived of sight after reaching manhood and womanhood. The youthful blind were well cared for at the central school in Halifax, where exceptional educational advantages were given them, but until 1893 no special provision had been made for the adult blind. In that year by the united efforts of a number of ladies and gentlemen throughout the provinces, a sum of \$3,656.61 was raised for the purpose of sending a competent teacher to instruct adult blind persons in their homes, and also to visit the parents of young blind children in order to give them practical instruction with regard to bringing up their little ones.³

Sir Frederick apparently believed, as did Dr. William Moon, that a blind person who had experienced, and to some extent at least had overcome the handicap of blindness could be of most help to the newly-blinded, for it

²Thirty-ninth Annual Report of the Board of Managers and Superintendent, Halifax School for the Blind, 1909,
p. 19.

³Report of the Home Teaching Society for the Blind of the Maritime Provinces and Newfoundland, 1895. (MSS)

was from the graduates of the Halifax School that he chose the first home teacher for the adult blind.

One of these students, Miss Una Legg, was sent, following her graduation, to a training school in London, England, where she studied massage and hair-dressing. Upon her return to Canada in 1893, she commenced her task of seeking out the blind and giving them instruction in their homes. A recent letter from Miss Legg tells, in a modest way, something of the first home teaching in Canada.

I taught the work for about seven years. Their ages ran from twenty-five to sixty-five. The ones who could learn Braille easily I taught Braille, but others I taught the Moon system. The women I taught knitting, crochet, bead work, shampooing and some the auto-harp. Of course I stayed at the homes of the students, if that were convenient, and if not, I boarded near by. I taught one old gentleman of sixty-five, an old American soldier, who was staying with his daughter at St. Andrew's. He later went to a soldiers' home in Maine and taught Braille to some blind men there. He was my star pupil. Of course the School paid my travelling expenses and my salary was five dollars a month.⁴

After the seven years spent by Miss Una Legg in the home teaching work from 1893 to 1900, actual home teaching lagged for want of funds. During the first world war, however, Sir Frederick Fraser put on an Extension Campaign to provide extra funds for the School as well as for home teaching.

⁴Letter from Mrs. Albert Tupper (nee Legg) to Mr. S.R. Hussey, May 31, 1948.

Some extracts from certain reports, especially from the 1916 Annual Report of the School for the Blind at Halifax, provide a concise and authoritative sketch of Sir Frederick's unique Extension Service.

The Extension Movement of the School for the Blind includes the teaching of reading and writing to the adult blind in their homes, the maintenance of a free circulating library of raised print books for the blind, the visiting of families of young blind children and the wide dissemination of printed matter with respect to the prevention of blindness. The field secretary, Mr. John Weir, who has charge of the Extension Movement has been actively engaged during the past year in furthering the interest of the Movement and has so far met with gratifying success. The aim of the Extension Movement is to secure an income of at least \$3,000.00 per annum, so that five home teachers may be kept permanently employed. At the present time this work is limited to the teaching of the adult blind who reside in the vicinity of the homes of the graduates of the school.⁵

The following quotation records the close of the first phase of home teaching in Canada:

Owing to the expense of maintaining travelling home teachers, the limited amount of money available, and the wide-spread territory that had to be covered, it was found impossible to meet the demands for instruction that were constantly arising. Hence it was that in 1919, when the Canadian National Institute for the Blind, organized the Maritime Division of the Institute, it was agreed to have the income of the fund administered by the Board of Managers of the Maritime Division of the Canadian National Institute for the Blind. By this arrangement at least three home teachers of the blind may be kept constantly at work.⁶

⁵Forty-ninth Annual Report of the Board of Managers and Superintendent, Halifax School for the Blind 1916. (MSS)

⁶Fiftieth Annual Report of the Board of Managers and Superintendent, Halifax School for the Blind, 1920.

The vision and direction which Sir Frederick Fraser had always displayed was again demonstrated when he saw in the Canadian National Institute for the Blind increased scope for the work he had fostered.

While the Maritimes were thus evolving a home teaching service the other long-settled provinces of Quebec and Ontario lagged in providing for the adult blind. This was probably because in these provinces no one with the philanthropic spirit and organizing ability of Sir Frederick Fraser had as yet foreseen the possibility of rehabilitation.

Any work with the adult blind in the Province of Quebec prior to 1930 is unrecorded. Although it is thought that the Montreal Association for the Blind may have provided occasional instruction in some homes in the vicinity of Montreal, Sister Provost of the Nazareth Institute states emphatically that there was no home teaching before the Canadian National Institute began to organize Quebec in 1930.⁷

Skipping over Ontario for a moment, it is interesting to find that a little voluntary home teaching was begun in Winnipeg and vicinity in the Province

⁷Statement by Sister Provost, Nazareth Institute for the Blind, Montreal, Quebec.

of Manitoba. A partially sighted young English girl, Miss Alice Smith, had come with her parents to Manitoba in 1913. Miss Smith had attended the Royal School for the Blind in Leatherhead, Surrey, England, where she had learned crocheting, machine sewing, chair caning and machine knitting, and was preparing to be an instructor in the operation of the knitting machine. When her parents decided to come to Canada, Alice was obliged, much against her will, to accompany them. Alice, at first, was very lonely in the new country--missing her blind friends at the School in Leatherhead. The war broke out in 1914 and in 1915 Miss Smith had turned out over 6,000 pairs of socks and more than 8,500 sock legs. A letter from Miss Smith includes the following interesting note: "Incidentally, I sent the Prince of Wales my six thousandth pair of socks and have a letter from Buckingham Palace thanking me for them."⁸

Towards the end of the war when some of the blinded soldiers were returning to Canada, Miss Smith decided to insert an advertisement in the paper, to the effect that she would teach any blind person to read and write Braille free of charge. "Through this advertisement," Miss Smith says, "I heard of four persons--a

⁸Letter from Mrs. F. Ostrander (nee Alice Smith) to Miss L.D. Cowan, July 7, 1948.

doctor, a young girl with partial sight, a blind girl and a blind man."⁹ She gave these four instruction but all the equipment she had was an old-fashioned Braille slate and stylus. Having no text books, she set up all her own lessons. Miss Smith (later Mrs. Richardson and now Mrs. Ostrander) carried on this voluntary teaching until the Canadian National Institute for the Blind was founded in 1918 when she became a member of the home teaching staff of that organization. Other references to Miss Smith's work will be found in Chapter IV.

In Ontario, graduates of the School for the Blind may, occasionally, have taught older blind people in their community how to read. If this was the case the teaching must have been a completely voluntary and friendly gesture for neither the School nor any private organization sponsored any teaching in the homes of the blind. A great service for the blind did have its beginning in Ontario, albeit not that of home teaching. A free lending library of books in embossed types, started in this province, early in the century, soon was sending books to the blind in all parts of the Dominion. As its first child, then, the members of the Library Board produced a dominion-wide book-lending service; the

⁹Ibid.

second-born, perhaps stealing the older brother's birth right, grew into a comprehensive national organization for the welfare of the blind. The following chapter briefly tells the story of the national development of these two Ontario infants.

CHAPTER III

THE ORIGIN OF THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND

One of the national organizations referred to in the previous chapter was the Canadian Free Library for the Blind. The Free Library for the Blind was organized by several blind men who were outstanding for their academic achievements. Among these were Mr. E.F.B. Robinson, the first librarian, and the late Sherman C. Swift, M.A., L.L.D, who held the position of Chief Librarian from 1913 until his death in 1947.

The library, begun in 1906, and housed in Mr. Robinson's home in Markham, near Toronto, was moved in 1911 to two basement rooms in the Western Branch of the Toronto Public Library. The growing number of library volumes, many of them hand-copied, increased in circulation. This, the largest library of its kind in Canada (for the schools for the blind had but few volumes, and those mostly texts) lent books to blind people all across Canada.

Some years before the organization of the national library Sir Frederick Fraser discussed with Sir William Mulock, then Postmaster General of Canada, the great

expense of postage on the bulky embossed volumes. Accordingly, in 1898, Sir William sponsored an amendment to the Canadian Postal Act providing that in Canada all embossed literature for the blind should be carried to and from libraries post free. With this amendment Canada earned the distinction of being the first country to pass such legislation. Thus the library was able to lend books to all blind borrowers anywhere in Canada at absolutely no cost to the readers.

While this free library service was developing, the Great War of 1914-18 broke out in Europe. Men who lost their sight in the war were sent to a special training centre for blinded service men, St. Dunstan's, in London. Since this was the only centre of its kind in the empire, the war-blinded from the colonies and Dominions also went to St. Dunstan's and when their course of training was finished they returned to their own country.

In 1916 two Canadians, Mr. A.G. Viets and Captain E.A. Baker, M.C., Croix de Guerre, both blinded early in the war, came home to Canada after having completed their training at St. Dunstan's. These young men, both university graduates, were invited to join the Board of the Canadian Free Library for the Blind.

Towards the close of 1916 the Public Library required the space which the embossed books were occupying;

the existence of the library for the blind was in jeopardy. The Board, now reinforced by the two enthusiastic veterans, persuaded the Women's Music Association of Toronto to undertake the raising of a fund to provide new quarters. The campaign was so successful that in March 1917¹ they were able to move the books to a fine old home at 142 College Street.

After this achievement, members of the Library Board, all of whom were blind, became interested in extending other services to the blind civilians and to the many blinded soldiers returning **from** St. Dunstan's. In order to make services available to all the blind of Canada, a national organization seemed necessary. Many months of 1917 were spent in drawing up a constitution and by-laws, adopting the motto: "To ameliorate the condition of the blind of Canada and to prevent blindness."² In March, 1918, The Canadian National Institute for the Blind³ received its charter⁴ from the Federal government.

¹Letter from S.C. Swift, Chief Librarian, Canadian National Institute for the Blind, to Miss Grace Whitmore, March 15, 1940.

²Col. E. A. Baker, Managing Director, Canadian National Institute for the Blind, personal interview.

³For details of the objectives and purposes of the organization, see Appendix A.

⁴Canadian National Institute for the Blind Constitution and By-Laws, Toronto, 1922, pp 3-6.

Later in the same year, the Canadian Free Library voted to amalgamate with the Institute and from then on became known as the Library and Publishing Department of the Canadian National Institute for the Blind.⁵ In 1919, the Canadian Women's Association for the Welfare of the Blind, which had been formed in 1917, changed its title to that of the Toronto Women's Auxiliary and joined the Institute.⁶

Two representatives of the National Council of the Institute then set out on a tour of Canada. In the year 1919, the Maritime Division, consisting of Prince Edward Island, Nova Scotia, and New Brunswick; the Central Western Division, consisting of Manitoba and Saskatchewan; and the Western Division consisting of Alberta and British Columbia were organized.⁷ Among the first projects of each regional office were registration of the blind, prevention of blindness, provision of workshops and home teaching.

Registration involves the seeking out of people with defective vision and learning by optical examination whether the person is within the limits of the definition

⁵ Jean Graham, Story of the Canadian National Institute for the Blind, Toronto, 1920, p.4.

⁶ Ibid., p.6.

⁷ Col. E. A. Baker, Managing Director, Canadian National Institute for the Blind, personal interview.

of blindness. If the the provision of services such as glasses, surgical treatment, contact lenses will conserve or improve the sight of any person, whether he is within or without the category of blindness, the Institute, in its Prevention Department, is staffed to meet these needs. The task of registration has now grown into a field secretarial service.

In 1919 blindness was defined as 20/100 vision or less in the better eye after correction. Excepting for prevention work, services were extended only to those within this group. In 1923 the definition of blindness was changed to include only those having 20/200 or 6/60 vision in the better eye after correction.⁸ Those who were registered according to the earlier definition and who were not included in the new category, but who were dependent upon the Institute were not deprived of its services.

The members of the field secretarial staff, all blind men, undertake the important work of organizing local districts. This means registering the blind of the region, supplying them with those Institute services which they require, and so interesting the community in

⁸Minutes of the National Council of the Canadian National Institute for the Blind, Oct. 1923.

the welfare of the blind that a local Institute board is set up to work with the field secretary in raising funds to cover expenses and pay for extending and improving services.

In 1930 the Quebec Division was organized and in the depression year 1933, Newfoundland requested affiliation with The Canadian National Institute for the Blind.

Thus in fifteen years the first hope of the Library Board - a national organization devoted to the welfare of the blind - had been realized. Now, moreover, this organization reached out to include Newfoundland.

Fifteen years later, in 1948, upon the request of the Trinidad and Tobago Blind Welfare Association, The Canadian National Institute for the Blind sent a representative, Mr. D.B. Lawley, National Consultant for Field Services, to Trinidad, where for some months he consulted with and advised members of the Association in organizing work for the blind. Before Mr. Lawley returned from Trinidad, a young coloured girl, Miss Gwendolyn Abbott, who had recently trained as a Canadian

⁹Annual Report, Canadian National Institute for the Blind for year ending March 31, 1948, p. 11.

home teacher, flew to Port-of-Spain, Trinidad, where she is at present developing the initial rehabilitation of the adult blind. The Canadian National Institute for the Blind, following the example of Dr. Moon, is extending the benefits of its experience to the blind beyond its national boundaries.

CHAPTER IV

NORMAL TRAINING CLASSES FOR HOME TEACHERS UNDER THE AUSPICES OF THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND

At the time The Canadian National Institute for the Blind was established the Council faced the difficulty of finding the right person to manage and direct its organization. The members wisely turned for suggestions to Dr. Swift whose interest in the Institute had already been demonstrated and who for a number of years had been an active member of the American Association of Workers for the Blind. His membership in this Association which is open to anyone in North America as well as in the territorial and insular possessions of the U.S., gave him opportunity to meet with many of the leaders in this work. After reviewing many names, Dr. Swift brought to the attention of the Council his friend, Mr. C.W. Holmes, who was at one time president of the American Association of Workers for the Blind, and whose interest in the welfare of the blind recommended him as the man most capable of ordering the early course of the Institute.

Mr. Holmes was born in Canada and lost his sight when a young boy of eleven. He was a violinist and

organist and studied music in Germany for a time. On his return from Germany he established the Stanstead Conservatory of Music in Stanstead, Quebec, and his successful years as head of that academy proved his organizing ability.

His interest in work for the blind, however, led him to leave Stanstead for Boston, Massachusetts, where he took charge of the employment of blind adults under the Massachusetts Commission for the Blind. He was engaged in this work when he agreed to come to Canada for a five year period as first director of The Canadian National Institute for the Blind.

Among the early services of the Institute which have already been mentioned and which Mr. Holmes believed to be basic and important, was home teaching. Mr. Holmes had lived for some time in Massachusetts where so many welfare services had received their first impetus-Dorothea Dix demanding humane treatment for the insane, Horace Mann proclaiming the individual's right to free education, and Samual Gridley Howe demonstrating the teaching of blind children, adults and even the deaf-blind. Perhaps, then, because of this environment and his own special work with the adult blind Mr. Holmes gave almost immediate attention to the special needs of this older age group.

In 1918 while Mr. Holmes was in Winnipeg organizing the Central Western Division of the Canadian National Institute for the Blind he promised to send a home teacher to Manitoba. He was then informed that it would scarcely be necessary to send someone from Ontario for there was a capable girl in Winnipeg, already giving some private instruction. Mr. Holmes immediately got in touch with Miss Smith, mentioned earlier in the paper, and employed her as the first home teacher in the Canadian West.

Miss Smith sums up her early teaching experience in a letter from which the following extract is quoted:

First of all I called upon business and professional men and women to find out how many blind folks there were in the city and province. Then I starting visiting and teaching the blind. I had only an old Braille slate and stylus and spent all my spare time preparing lessons and taking the blind out for walks, to church and to concerts. We had few teaching supplies in those days and for some months I bought the things I needed for teaching, which consisted mostly of wool and Braille paper.¹

Miss Smith also organized a social club for her blind pupils "Lux in Tenebris", which had fourteen members and met in her home.

Since, however, the Institute had its beginning in Ontario, and perhaps, too, because Ontario was one of the more wealthy provinces, services developed there

¹Letter from Mrs. F. Ostrander to Miss L.D. Cowan, July 7, 1948.

more rapidly than in other parts of Canada. As an example of this, the first home teaching sponsored by the Institute began in the communities of Toronto, Hamilton and Ingersoll. Before it was possible to arrange a training class for home teachers Mr. Holmes located three young blind women and engaged them to go into the homes of the blind. They were to teach the people to read and to do simple crafts such as knitting and crocheting. Miss Julia Dickson did this work in Toronto, Miss Emma Rooke in Hamilton, and Miss Enod Loop in Ingersoll and vicinity. The first annual report, May 31, 1919² records the instruction of one hundred and sixteen pupils during the previous fourteen months.

In the spring of 1920 a normal training class for home teachers was organized. Mr. Holmes, knowing the home teaching organization in the Eastern States, persuaded Miss Julia Ward, a home teacher in Boston who was unusually adept in describing processes, to come to Toronto as chief instructor of the training course.

There were six prospective teachers enrolled in this first class. In addition to the three teachers already at work in the field and previously mentioned,

²Annual Report, C.N.I.B., for year ending March 31, 1919.
(p. 4).

there were three recent graduates of the Ontario School for the Blind - Miss Elizabeth Rusk, Miss Nora Heaphy and Miss Eleanor Wooldridge. Classes were held in third floor rooms at 38 Adelaide Street West, Toronto, next to the Blind Women's Industrial Workshop.

The curriculum consisted of the following subjects: Braille reading, Braille writing, Moon-type, groove card writing, typewriting, the making of reed baskets, willow baskets, and raffia mats, chair caning, netting (fish and tennis), hand sewing, machine sewing, knitting and crocheting. These subjects were taught by Miss Ward. There was also included in the curriculum a course of lectures given by a member of the staff of the University of Toronto on such subjects as heredity, biology, psychology. The aptitude of the students naturally varied, some being more proficient than others in certain branches of the work. The class, however, was small enough to allow each student to move ahead at her own pace.

To give the pupils practice in actual teaching someone thought out an original and practical plan as the course progressed. It was realized that many of the women employed in the neighbouring workshop would welcome the opportunity to learn to knit and crochet. Some of the women, too, had never learned Braille and few could

type. New employees coming into the workshop would need to learn basketry, sewing or whatever would be their occupation. This situation was tactfully utilized to give practical teaching experience - a circumstance which has been unique in normal training classes, for not since that initial training class has provision been made in the course for practice teaching.

The course lasted just over four months from March 1 to July 9. Upon its completion the teachers were assigned to their respective territories with the understanding that they would be brought into headquarters from time to time for refresher courses and for new instruction. The three teachers who had been employed before undertaking the course returned to their former districts. Miss Heaphy, having the advantage of speaking both French and English, went to Ottawa; Miss Wooldridge moved with her family to one of the Prairie Provinces where she taught for only a short time owing to poor health. Miss Rusk went almost immediately to Toronto, replacing Miss Dickson who was obliged to give up home teaching that time.

Early in 1920 Mr. Holmes requested the Central Western Division to grant Mrs. Richardson (formerly Miss Alice Smith) a year's leave of absence in order that she

might take charge of the second Institute Home Teaching Normal Class. Leave was given, and on April 6, 1921, a class opened which continued to March 31 of the following year. Teachers who had attended the first normal class and who were already at work, came in for short periods of instruction, and those taking the course for the first time also came in at various intervals. Altogether fourteen students took advantage of the course. Speaking of her experience in this undertaking, Mrs. Richardson relates her lack of confidence in carrying so great a responsibility. She had had no training in basketry and in order to keep ahead of her pupils she took special lessons in the evenings. She also tells that she learned many tips from the students, particularly from Miss Rusk whose assistance she valued greatly.

The two home teacher training classes, already mentioned included in the curricula only the most elementary basket weaving and reed work instruction. In these years of the early twenties reed furniture and woven baskets were fashionable. It was hoped that when a pupil attained skill in these crafts he would be able, by purchasing the raw materials at cost from the Institute stock room, to make articles for sale. If the pupil were apt and fortunate he might even earn his livelihood in this way. The first objective of home teaching is the

physical and psychological adjustment of the pupil to a life without sight and the earning of a living and the resumption of economic independence are often important factors in that adjustment. This was probably especially true in the years before the Government Pensions for blind persons. It is not surprising, then, that provision was soon made for further teacher training in reed work and basketry. In the summer of 1924 and again in 1925 Mr. W.B. Donkin, chief Manual Training instructor at the Ontario School for the Blind in Brantford conducted these short but intensive courses at the school while the blind children were at home for their summer vacation.

In 1926, 1927 and 1928 three more short courses, also supplementary to the 1920 and 1921 basic courses, were organized. In these periods, typewriting, embossed reading and writing, and the less cumbersome crafts including leather work, bead work, knitting and machine sewing were taught. Because the subjects had already been included in earlier curricula, the term "refresher course" suggests the purpose of these classes.

By the early thirties the field secretarial service had greatly extended its work, thus increasing the number of blind persons registered with the Institute. Registration figures were also influenced

when, in 1930, the Quebec Division of the Canadian National Institute for the Blind was organized. This Institute expansion gave rise to a demand for more home teachers.

The first normal training class to include representatives from Quebec Provinces was organized in 1931. Graduates from this class took care of the teaching needs of the increased registrations for several years. But the need for more home teachers was again recognized and basic classes for teacher trainees were conducted during the summers of 1938, 1942 and 1947.

In the intervals between the basic courses some of the experienced home teachers came to Toronto in small groups of two or three for special instruction in weaving and rug-making. These subjects were of particular interest to the teachers because they could be taught to both men and women. Before weaving and rug-making were introduced, the crafts which appealed to the men were very few and there had been a difficulty in keeping the men interested and occupied.³

With the exception of the most recent course, that conducted in the summer of 1947 and which will be treated in a later chapter, the curricula of the basic

³cf. Appendix C.

courses have been very closely patterned after the first course in 1920.⁴ Such subjects as groove card writing, raffia mat making and netting, given in the early courses were omitted in later courses and replaced by such courses as leather work and rubber mat making.

The most significant development in the first normal training classes is that of the increased number of provinces represented by student teachers. In 1920 the six students were all from Ontario. In 1921, two were from Nova Scotia, six from Ontario, three from Saskatchewan, one from Alberta and two from British Columbia. The course in 1938 drew its candidates from Newfoundland as well as from Nova Scotia, Quebec, Ontario, Manitoba, and Saskatchewan.

The courses have always been held in Toronto for several reasons: first, Toronto is central - about equal travelling distance from east and west coasts; second, the headquarters of all the Institute departments are located in Toronto. It is essential that the home teachers should know the function and responsibility of each department in order to interpret rightly the Institute services to her pupils. Meeting personally with heads of

⁴cf. Appendix C.

departments and hearing from each of these particulars of his work, has proved a satisfactory way of giving this information to the home teacher. The third and most important reason is that Toronto has, up to the present, been best equipped with residence accommodation, classroom facilities and teaching material for the convenient and economical handling of the courses.

It should be explained that the National Office has always assumed all responsibility for the planning and direction of the courses, while the Divisional Offices pay the costs of transportation, board and teaching materials for the students they send to the class. In addition to this assistance, each student receives a small weekly cash allowance for personal expenses.

The qualification standards for home teachers had not been specified and nowhere in Canada or in the United States were they set down in writing. Present academic standards established in 1941 will be discussed in Chapter VI.

Institute custom has become Institute policy so far as the home teacher is concerned. Now, the Institute in Canada generally requires that a home teacher be a woman and blind. The first qualification has always been observed, but sometimes the second has been abrogated.

Women who have too much sight to be registered with the Institute have sometimes, for special reasons, been admitted to the field. This policy differs from that of the United States, where the occupation of home teaching is open to blind men and women alike, and even to some sighted women; in Great Britain, indeed, almost all home teachers, mostly women, have normal vision.

In the first place, the Institute holds, as did several of the pioneers in work for the blind who have already been referred to in this paper, that a blind person who has experienced both the shock and limitations imposed by blindness and has also learned to live fairly independently and positively - is for the newly blinded not only a fellow traveller but a tangible challenge and objective. It is the individual's attitude towards himself and towards living that is of first importance; the teaching of reading and handicrafts is but the means the teacher employs along with the more subtle case work skills in achieving this prime objective. The blind teacher has the advantage of having herself learned to do crafts and other tasks by touch and verbal description. She therefore better understands the subtle techniques of these transmission devices.

The Institute maintains that women, generally speaking, have proved themselves more patient in

tedious, monotonous tasks, more interested and dexterous in handicrafts, more sensitive to personal difficulties. Since these qualities are greatly to be desired in a home teacher it has seemed the part of wisdom to limit the home teaching service to women, Facile reasoning might suggest that a man would be better adapted to meet the discomforts of life in some of the more backward districts. Such a judgment is superficial. No home teacher to-day encounters anywhere circumstances more difficult than those which pioneering women home teachers overcame. Their record scarcely justifies the introduction of men into the field now, when field secretaries have prepared the way. We learn, moreover, from the experience of American associations that men show little interest in teaching the household arts. Women teachers, however, tend to follow the guidance of their students' needs and interests, whatever they may be. Two home teachers have recently demonstrated this by asking for courses in carpentry and motor mechanics.

It has thus far been shown that practice in Canada has established two basic qualifications for home teachers: they must be registered as blind themselves; they must be women.

The effective home teacher, however, must possess still other qualifications if she is to stimulate her

students to constructive, contented living. She must herself have made a comfortable adjustment to blindness - free from self-pity and from morbid concern for other blind. She should possess sound general intelligence - average academic rating, better than average initiative and imagination. The power of imagination or invention is essential because the home teacher is working with people and situations, no two of which are ever identical. She must determine what is the right psychological approach, what hobbies or regular tasks are best suited to the particular individual. The home teacher has a special job to do and for the most part she has to do it alone..

The home teacher has been expected to possess other more personal qualifications. Her voice should express her sincerity and warm friendliness, so that the pupil may quickly sense something of the teacher's personality. She should be carefully groomed because she represents to many the ultimate accomplishment of intelligent blind women.

In addition to these characteristics, the home teacher is expected to attain proficiency in embossed reading and writing and the many crafts that can be taught to blind people. She must know the details and

tricks of keeping house in urban and rural situations. The newly-blinded housewife must learn anew to cook with her wood stove without risking herself or the food. In a different situation she will need to learn to operate her electric washing machine without fear or hazard. When the teacher demonstrates her knowledge of her problem and her ability to cope with it, the pupil takes courage and trains herself to listen for the special sounds, to judge distance by the intensity of heat, to act with controlled rather than impetuous movements and so to master what had seemed an insurmountable difficulty.

That which manifests more clearly than anything else the generally high calibre of these home teachers is the fact that the normal curricula provided only for instruction in manual skills. The understanding of human personality had no place in the programme and was left to the teacher's own intuition and common sense. It is regrettable, nevertheless, that they had to acquire over years principles of behaviour and attitude which might have been learned in the class-room.

The basic requirements for a home teacher might be summed up as knowledge of special skills, emotional stability, independence, and ingenuity and presence of mind applied in all situations. Qualities such as

these are hard to measure but illustrations in the following chapter will show how many of the present home teaching staff (who were trained in the normal classes already discussed) possess this desirable balance of practical skill and insight.

CHAPTER V

THE HOME TEACHER IN THE FIELD

The missionary zeal which had accompanied Dr. Moon's early home teaching efforts persists, but without the intensive religious impulse, in the present Canadian work. The Institute strives to extend its services, including home teaching, to blind people in all parts of Canada. The home teacher thus serves the blind in rural and remote districts as well as in urban areas.

In May, 1948, a questionnaire was sent to each of the thirty-seven home teachers in Canada. Twenty-eight of these questionnaires were completed and returned before the conclusion of this paper. This chapter draws liberally from the content of these questionnaires. A copy of the questionnaire form is shown in Appendix C.

Field Administration

Usually a teacher is appointed to a district, and it is coming to be the custom that her district and that of the Institute Field Secretary coincide. It is

the field secretary's responsibility to find and register the blind of his district and to acquaint them with the community and Institute services. Those blind people who want home teaching and who would probably profit from it he refers to the divisional office. This office in turn refers the case to the district teacher. This somewhat complicated procedure does prevent confusion of authority. The field secretary is responsible to his divisional supervisor and the home teacher to her divisional head. Administratively, the field secretary and the home teacher bear no responsibility one to the other.

There are instances, however, where both field secretary and home teacher feel that their closer co-operation would improve their service to the blind. Although the field secretary may have sent a complete history of the prospective home teaching pupil to the divisional office, and although that history is available to the person who refers the case to the teacher, yet frequently the teacher receives no other information prior to her first visit than the pupil's address and the subjects the field secretary has recommended for him. Some of the answers to question thirty-one of the questionnaire illustrate the problem the teacher faces. Several of the replies to this question urged

that before the teacher is directed to a new pupil she should know whether that pupil has handicaps other than blindness - if the pupil is confined to his bed, is totally deaf, arthritic, diabetic, or has suffered an amputation. Any of these or other circumstances which frequently accompany blindness pose special teaching problems. These problems arise not infrequently. The following history describes the rehabilitation of a middle-aged woman with multiple handicaps.

Mrs. N. was one of my most interesting cases for various reasons; first, Mrs. N. became afflicted with diabetes during 1937-1938, which later resulted in the amputation of both legs so that she was bed-fast. In 1940 at the age of fifty her sight became seriously impaired. To add to Mrs. N.'s decidedly sad plight she suffered the loss of a very loving and helpful husband. When I first visited the lady I found her in a state of complete depression and with little courage left with which to make a fresh start. Typing was suggested as a means by which she could correspond with her friends and after a very few lessons she became thoroughly interested and within a short time she had gained an entirely new lease on life. A small amount of leather work was also taught as time went on. This work alone enables her to pass many long and lonely hours doing enjoyable and gainful work.¹

The home teacher in such a circumstance would doubtless profit from some foreknowledge of the situation. If the teacher has information about the pupil's condition she will know better how to elicit his interest and co-operation.

¹Questionnaire submitted by Miss F. Evans, home teacher, Albert County, New Brunswick.

It has already been intimated that the field secretary as well as the home teacher is sometimes inconvenienced by the lack of a direct exchange of information. The home teacher's reports are sent direct to the divisional office and are, therefore, not immediately accessible to the field secretary. There is no occasion, however, to question the regional centralization of the Institute administration. Adequate briefing of both the home teacher and field secretary need be only a minor problem for the staff in the divisional office. What might seem an administrative problem is chiefly an office detail which can be easily remedied. As both home teachers and field secretaries acquire more casework training, they will submit more valid and therefore more useful histories. The Institute has already recognized the need for further training and is making provision for it.

Intensive Instruction

The home teacher may not have a specific district or her territory may be very extensive. The teacher without a specific district serves as a floater and may be sent to give intensive instruction to a blind person who lives in a remote part. The home teacher who has a very

large territory, as large perhaps as Southern Saskatchewan, also frequently gives this concentrated instruction. Under these special circumstances where the pupil cannot be regularly visited because of the distance and the amount of instruction time the teacher would use in transit, the teacher spends one, two or perhaps several weeks giving full time instruction to one pupil. This teaching has been termed "intensive instruction" or "intensive teaching". When it is convenient for the family of the blind person and where conditions permit, the home teacher boards in the home of her pupil. Since the teacher is able to spend a block of time in the home of the pupil, she is able to participate more completely in the general rehabilitation of the blind person, and is better able to help the family learn how to assist the pupil without either being over-protective or too demanding. It is desirable, too, that someone in the family should become interested in the work being taught so that when the teacher leaves there will be someone who can come to the pupil's aid when his work becomes confused. If, however, it is not possible for the teacher to live in the home, the field secretary will make arrangements for her to board with a neighbour or in a hotel in the nearest town. The following account illustrates what can be accomplished

in a period of block teaching; Mrs. F. was born in England, the daughter of a school teacher. Her husband preceded her to Canada by a few years to establish their home. She joined him on a farm thirty-five miles west of Saskatoon. Mrs. F's vision, already defective, threatened to fail her entirely.

"When I met Mrs. F. in 1921, she was in her late thirties and sight had decreased to two per cent. With the rural mail carrier, I drove from Saskatoon to the home of Mrs. F. My pupil's mind was active, but her touch was dull. She learned quickly to name the dots in Braille characters, but could not recognize their shapes. When at the end of two weeks I left, Mrs. F. knew Braille mentally but could read little owing to touch difficulties. Yet within a year she had read several lengthy novels and when she got a particularly interesting story would read it aloud for the pleasure of her husband. Mrs. F's success with Braille fired her with the ambition to learn to type, but money was scarce, so it was not possible to acquire a typewriter.

Ten years passed and I finally appealed to the Underwood agent in Saskatoon who knew the family. He lent an old typewriter to be used for lessons. Another two weeks was spent in the home. At the end of that time Mrs. F. was ready to resume correspondence with old friends. A few months later the situation was explained to the Underwood agent in Regina and the typewriter was given to Mrs. F.

When the pension for the blind made it possible for the family to leave the severe prairie climate they moved to New Westminster. Mr. F. has become a complete cripple. His loving wife cares for him and still writes me bright letters of life in British Columbia, of the activities of their club for the blind and of visits from their numerous prairie friends."²

²Questionnaire submitted by Miss M. Liggett, home . . . teacher, Regina, Saskatchewan.

If the teaching of skills were all that is involved in home teaching, or even if it were the most important factor, then intensive instruction could be considered satisfactory. The goal of social and psychological rehabilitation, however, usually requires a long relationship of supportive understanding. Although learning to operate a typewriter or to thong a wallet is a long step toward adjustment, yet those first steps nearly always require patient understanding, conviction and the authority that an outsider often brings into a situation. The value which this kind of relationship provides cannot be absorbed and integrated into one's thinking and acting as thoroughly in ten consecutive daily lessons as in ten consecutive weekly ones. A pupil who makes splendid progress while the teacher is with him may lose all interest and give up his study and work when the teacher leaves. Although some responsibility for this regression may lie with the teacher, it is more probable that the teaching period was cut too short.

There are three possible part solutions to this problem:-

1. If there is a possibility that the pupil could be trained for some employment, he might be encouraged to leave his home and attend a central training centre for blind persons. At such a centre he could complete his elementary instruction and then take more specialized work training. Such a decision would usually follow only after a period of home teaching,

for the pupil would need the sense of independence which that service stimulates.

2. For students with ability and initiative who have made considerable progress, correspondence lessons might prove worthwhile.
3. All pupils who have had only brief intensive instruction, and who do not plan to attend a training centre, should receive regular follow-up visits from the home teacher. Motor transportation would greatly facilitate this follow-up service.

GUIDING SERVICE AND TRANSPORTATION

The advantages of having blind home teachers are great and justify the Institute policy, but the teacher's handicap does present the problems of guiding and transportation. This consideration has been partly responsible for the English practice of employing sighted home teachers; it is easier for the seeing teacher to travel from town to town and from home to home.

The Canadian practice on the other hand, has been to provide paid guides for those teachers who do not possess guiding vision.

It is coming to be recognized that teachers with guiding vision must continually concentrate their energies while travelling, upon finding the right city street or country road, and then upon finding the house.

Not only the teachers with some sight, but frequently, too, those totally blind find it necessary to do some of their travelling unaccompanied. This effort, day after day, in all kinds of weather, must surely constitute a nervous strain for the teacher which sooner or later saps strength which should be reserved for teaching.

One of the most frequently reported difficulties of the Canadian home teacher is that of procuring suitable guiding service. The guide's job is a responsible one and the teachers report that it is difficult to find reliable people who are willing to work for the wage now provided by the Institute for guiding service. A good guide should be alert in every situation where sight is necessary. She should find out how she can most easily and inconspicuously assist the teacher. A slight movement of the arm is enough to indicate a step up or down, and many other means can be worked out to convey information without awkwardness. In the pupil's home the guide should always remember that she is not the teacher, but the teacher's eyes. She should observe for the teacher the home and the pupil's appearance and behaviour. Some teachers feel that the guide's presence in the room during instruction interferes with the teacher-pupil relationship. Since it is rarely possible,

for the guide to put in the lesson time outside the home, the guide should appear absorbed in other things and uninterested in the lesson or general conversation. An intelligent, interested guide prefers being purposefully busy to spending an idle hour of waiting. The teacher might provide the guide with such portable tasks as studying out patterns, winding wool. Because the guide is intimately associated with the pupil and his problem, she must be discreet. There have been instances where the teacher has devoted weeks to achieving a healthier frame of mind and greater self-confidence in her pupil, only to have her work undone by one well-meant but unthinking statement from the guide.

Because the importance of the guide's work has been under-rated as well as because the remuneration has been small, teachers have found it hard to retain their guides. They are constantly trying out new helpers who, just when they are beginning to understand the work, find more interesting or better paying positions.

The teacher might avert some of these difficulties at the outset by defining and interpreting the guide's duties. The teacher should endeavour so to plan the work that the guide has a share in the project. It should be

remembered, too, that most people when they apply to work as guides for home teachers, have had little association with blind people. They will be nervous and unsure as to how to meet and work with blind people. The home teacher can relieve some of this apprehension by putting into words the feelings she suspects the guide may have. She can explain that although the guide may at first find the experience strange and even distressing, as she comes to understand blindness she will understand that blindness is a limitation but that apart from the handicap, blind people are just like other people. Each blind person is an individual just as much as is each seeing person.

It may be that automobile transportation for many of the home teachers, particularly for those with pupils in rural areas, will prove an advantage. An **automobile** would make possible many more visits each week than public conveyances at present permit. Not only would such transportation save time but it would reduce the strain involved in taking street cars, trains and buses. The one teacher who at the present time does have full time use of automobile transportation was able in a specified two-week period to make fifty-seven visits, spending fifty-eight hours in the homes of her pupils. In the same two-week period the average number of visits made by twenty-six home teachers who used

other means of transportation was twenty-eight, and they spent an average of thirty-four hours in the pupils' homes. Although one might infer from these statistics that automobile transportation would be an advantage to the home teaching service, the cost of providing it perhaps makes it impracticable at this time. The problem requires special study and cannot be resolved in this paper.

If motor transportation should be adopted by the home teaching service, the earlier problem of finding an intelligent guide would doubtless be reduced. If the home teacher had the use of a motor car, her guide would also be her chauffeur. This would give more dignity to the guide's status, and should attract more applicants for the position. The car would then provide a waiting place for the guide if the teacher felt the lesson would progress better without a third person present.

WORK WITH THE PRE-SCHOOL BLIND CHILD

A child of pre-school age is sometimes referred to the home teacher for instruction. Although the teachers enjoy their work with young children, perhaps a social worker qualified to work with blind children and the parents of blind children should share this responsibility.

The parents of blind children often possess guilt feelings. In one way or another they feel responsible for their child's blindness. The resulting attitude toward the child may either be one of rejection or over-protection. The parents' feelings should be recognized and treated. Even though home teachers will in time be equipped to do case work, parents of the blind child may be reluctant to bring out their feelings about blindness and blind people to a blind worker. A sighted social worker, moreover, could draw to the parents' attention blind mannerisms developing in the child, and suggest how they be counteracted. A social worker qualified for this special work could also be trained to administer any approved psychological tests which are valid and reliable for blind children. The social worker could supplement the work of the home

teacher without encroaching upon the home teacher's special field. While the social worker would be concerned chiefly with the parents, the home teacher would be free to give full time kindergarten instruction to the child. Her work with the child would also demonstrate to the parents the methods used in working with a blind person and something of the achievement of one blind adult. The following case of Roget, a little French boy, illustrates the good work now being accomplished by home teachers with pre-school children, and the need for further education of the parents, with which the social worker could assist.

Roget, who was born blind, was first visited by the home teacher when he was six or seven years old. The mother, who had two other small children to care for, knew nothing about blindness and did not know how to begin training her little boy. The home teacher visited her several times before convincing her that Roget could be taught to walk, feed himself and go about the house by himself as the other children did. She let Roget sit in a rocking chair for part of the day until she found time to put his clothes on. He had an appetite like a man and was becoming quite fat and clumsy. He was not allowed to go anywhere outside or in the house by himself.

After a period of about seven weeks, with from three to four visits each week, the home teacher was able to have Roget find his way through the house, walk around the block, do a bit of marching, name all the common objects with which he came in contact, and sing a few little songs.

When I look back and see how much Roget did in this short time I am amazed, and the father, mother,

and two small sisters now realize that Roget should in a short time be able to live a normal life with them.³

Problems of Instruction

Materials, new designs and additional occupational crafts constitute the home teacher's persistent appeal. Among the materials she uses are Braille and Moon type text books, Braille writing equipment, portable typewriters, wool for knitting and crocheting and rug-making, leather, cut and punched ready for thonging, rubber mat parts ready for assembly, reed and cane, table looms and treadle looms. The Institute sends necessary supplies and equipment upon receipt of the home teacher's requisition, and like the teaching service itself, the materials cost the pupil nothing.

For the most part, the home teachers seem to find the mail order service of the Institute satisfactory. Two complaints, however, arise frequently enough. Sometimes there are flaws of faulty workmanship in the leathercraft articles prepared for thonging. These errors in cutting and punching the leather affect all home teachers as well as those many blind people who, having learned to do leather work, are able to supplement their income by making and selling attractive leather goods. Careful inspection of

³Questionnaire submitted by Miss S. Miller, home teacher, Windsor, Ontario.

all leather materials before they are packed for mailing could easily remedy this difficulty. The same inspection could make sure that the matching thong was packed with its own article. A second criticism concerns the failure of the Institute to provide French Braille text books which some teachers need. A committee of French-speaking home teachers in consultation with an authority on Braille text books could compile a French reader and arrangements could probably be made to have it embossed and bound in the Publishing Department of the Institute. The work of the home teachers could thus be facilitated without great inconvenience or expense.

The home teacher is anxious to find crafts that will command the interest of the pupil, and she is also anxious to discover designs and ideas for practical, saleable articles. Very often the pupil's interest is accelerated if he feels that what he is learning will help him in his economic reestablishment. The problem which here confronts the teacher is that she is so occupied in travel and instruction that she cannot supplement the basic subjects she had studied in her normal course. The answers to question twenty-nine on the questionnaire show that very few teachers instruct in subjects not learned in their training course. The suggestion has been made that the Institute should employ a well-trained occupational thereapist who would devote all her time to

discovering crafts and hobbies for blind people, and adapting them if necessary. The home teachers' bulletin could report her findings and the teachers could receive individual instruction when they came into headquarters or when a supervisor visited the teacher in the field.

Further Training for Teachers in the Field

The case histories already cited and those which follow and conclude this chapter, betray, in spite of the teachers' modest way of reporting, the sincere and wise rehabilitation work of the home teachers all across the Dominion. Some of the most successful teaching results cannot be printed here because the teachers in making their case recording completely ignore their own contribution and merely stated the pupil's achievement after a certain period of home teaching instruction. It may well be that the teachers themselves are scarcely aware of their part in the rehabilitation process. Professional case work theory and practice affirm that those who undertake to promote an individual's welfare should be equipped with more than haphazard wisdom and good will. They should endeavour to know the human personality and through that knowledge work out the means by which they can best establish a dynamic and constructive relationship which

will help the other person to help himself. This is really the goal of the home teacher. The majority of Canadian home teachers are dealing with physically handicapped and psychologically disturbed people. Many of the teachers, throughout their years of experience, have worked out for themselves some of the basic case work principles. These teachers would readily acknowledge how much easier and more successful much of their work might have been had they had the advantage of social case work technique. Even now these older teachers would welcome and profit from a course in case work method. Some provision for such instruction could be made when teachers come back for refresher courses. By special arrangement with the seven schools of social work across the country, home teachers working out from those cities⁴ in which the schools are located could attend lectures and seminars relevant to their work.

As the following chapter will point out graduates of the most recent home teaching normal training class did receive an intensive case work course which will now be a set part of the curriculum. It has not been possible, however, to provide field work supervision for any of the teachers. Experience has shown that concentrated theory

⁴Halifax, Quebec, Montreal, Toronto, Winnipeg, Vancouver.

in itself will not produce effective case work practice. The teacher should be able to discuss her teaching problems with a supervisor who has the time and professional qualifications to counsel and support her in her work. The home teacher who now may sometimes feel remote and of little consequence would through this professional relationship feel herself an active part of the Institute, a staff member closely connected with the organization. At the same time her usefulness in the rehabilitation work of the blind should increase with her supervised teaching experience.

This chapter has had two objectives. It has attempted first to give a general picture of the work now being done by home teachers in the field. This can be done most fairly and clearly by presenting actual case histories representative of rural and urban teaching of Western and Eastern, of French and of English. Accordingly, four case histories, apart from those already given, have been appended to this chapter. Some of the histories have been slightly edited. This chapter has also discussed briefly some of the problems attending home teaching in Canada. Each problem deserves special study and recommendations suggested here are not necessarily the final and wisest solution to the particular difficulty. (1) Mr. X.,

whose history is given here, had been handicapped by diabetes from childhood. His schooling had been interrupted by frequent hospitalization, but he had had a little business experience. By the time he was twenty-seven his sight was rapidly failing.

"When I first heard of Mr. X he was living in a three-roomed apartment with his parents. I tried to teach him Braille but his sense of touch was somewhat impaired by the diabetic condition, and he was very restless, never sticking at anything for more than a few minutes at a time. I tried to teach him typewriting, but he soon became impatient with this and put it aside. A talking book was lent to him and he ran it from morning till night, much to the distraction of his parents, but the novelty soon wore off and he returned the machine.

Next, I tried leather work. This appealed to him and he became really proficient at leather lacing. His father acted as travelling salesman and obtained many orders for leather goods. This kept him busy through one winter. In the spring he asked for some new handicraft and I taught him weaving on a four-heddle table loom. This took his fancy. His small amount of vision enabled him to see and appreciate colours. He memorized patterns quickly and his mother and friends helped him finish off the articles he made. For about a year he made table mats of various colours and patterns. He has a large circle of friends and through them he has sold all the mats he could make.

Finally, an opportunity came for him to rent a large room in town. He fixed this up as a studio and took his loom there. He stayed in these quarters through the day, returning to the apartment at night. He had a telephone installed and could entertain his friends there. About twelve months ago The Canadian National Institute for the Blind lent him a treadle loom and he has made many table mats on this. Now he is setting up for cushion covers.

I taught him to knit, and he learned quickly. He started by making pot-holders, progressing then to socks, and soon he was making a sweater.

He has made a splendid adjustment to his blindness which is now almost total. He finds his way from his home to his studio by himself and is not afraid to get on and off the buses alone. He is much more cheerful and contented and shows more ability to concentrate. His parents are pleased that he now has a real interest in life.⁵

(2) The following history records the rehabilitation of a fifty-three year old man, a veteran of the Imperial Army in World War I. He had come to Canada from England, and at the time of which the home teacher writes, he was living near Vancouver.

"Since his blindness ten years ago, Mr. E. had done practically nothing. A home teacher had tried on several occasions to interest him in Braille and handicraft, but he refused. His adjustment was poor and Mrs. E. Stated that he was most difficult to live with, very demanding of the family. In such a small home, family relations were often strained. The home teacher was assigned to this district in September of 1947 and made several visits to Mr. E. trying to convince him that he should learn some craft. He lacked confidence in his ability to learn and would put up many reasons why it would be impossible. In spite of Mr. E.'s promise to give the matter serious thought and report to the home teacher, some time passed and the teacher received no word. The home teacher then called again, this time taking a simple belt to assemble. As the home teacher chatted, she started to put the belt together. Mrs. E. came over to see it and Mr. E. asked to examine it. The home teacher showed him how to work on the belt, and then left, promising to return soon and show him how to attach the buckle. Late that same evening Mr. E. phoned the home teacher to announce that he had assembled the belt and had also discovered how the buckle should be attached. A friend had been most complimentary of the work and had given him an order for a belt. He was delighted with himself, and was

⁵Questionnaire submitted by Miss C. Jones, Calgary, Alberta.

eager for the home teacher to visit again so that he might discuss materials. Since that time, Mr. E. has worked up a considerable trade in belts, braces, and laced leather. He bought himself a new portable typewriter with his first profits and learned to type.

The home teacher tried many times to interest him in Braille, but he would refuse flatly, stating that it would be an impossibility for him ever to read that way. One day when he was discussing music with the home teacher he mentioned that he had once taken lessons on the piano, and would have continued if he had not lost his sight. When the home teacher explained that with the help of Braille he could still do so, he agreed to try. He has now completed the alphabet.

Mr. E. is now a different man. He no longer says "I can't".⁶

(3) Some teachers in remote and poverty-stricken districts are unable to carry on instruction until some improvement in living standards is effected. The following account shows one home teacher's wisdom and initiative in such a situation.

"One of my most interesting pupils was a girl of eighteen years, who had lost her sight three years before through a brain tumor. She had lived all her life in the woods where there was almost no civilization. Because of their poverty and their lack of understanding, her family could not help her at all. The girl realized her situation and was desperate. While she remained in these surroundings it was impossible to tell whether mental deficiency as well as blindness hindered her development. Finally we placed her in another family where she gradually got used to a normal life. After a few weeks we could prove that she was able to learn. We also obtained for her relief which will permit her to remain in her new situation and continue to receive home teaching."⁷

⁶Questionnaire submitted by Miss M. North, Home teacher, New Westminster, British Columbia.

⁷Questionnaire submitted by Miss T. Taillon, Home teacher, Yamaska District, Province of Quebec.

(4) The case history of Maurice gives a glimpse of the home teaching service in the Province of Quebec.

Maurice was born in a town in Quebec, in the year 1930, the oldest child of a large family. He studied at a French school for the blind in Montreal from 1938 to 1944. The Sisters in charge of this school, obliged to move into a smaller house, could not take boys above twelve years. As Maurice was a very bright boy they decided to keep him until he was fourteen years old. He was very sorry to leave when that time came.

In 1945 a priest who was visiting the crippled children in Maurice's native town heard about Maurice, and on visiting him convinced him that he should go to Sherbrooke and continue his studies at the school for crippled children. Maurice could not follow the regular class because he was more advanced than the other children, and he had no Braille books. The Institute asked me to give him two or three courses a week. I taught him Braille, typing, French, English, mathematics, geometry, geography, religious instruction, leather work, weaving and the game of chess. He completed school work corresponding to Grade X. He also studied musical theory, harmony, and piano. Maurice is a very intelligent and studious boy and profits from every opportunity to increase his knowledge. His ambition is to teach the blind boys in the proposed new boys' school to be built shortly in Montreal. I am sure he will do very well in this sort of work.⁸

⁸Questionnaire submitted by Miss D. Dufresne, home teacher, Sherbrooke, Province of Quebec.

CHAPTER VI

TOWARDS PROFESSIONAL STANDARDS

The Canadian National Institute for the Blind had by the early thirties passed through the initial stage of organization. Its many services including home teaching were well begun. It was time to take account of the progress already made and to plan for improved and expanding work. Colonel E.A. Baker, then and now Managing Director of The Canadian National Institute for the Blind, has always lent vision and leadership to the work of each Institute department, and at this time he gave special attention to the home teaching service.

Colonel Baker readily recognized and appreciated the splendid work being done by many home teachers. He also saw districts where home teaching was utterly lacking and other areas where the home teaching service was inadequate. Such gaps in the Institute's service to the blind in Canada must be supplied.

To improve the quality of work being done in the field, and in order to attract intelligent and

responsible young women as teachers, it was necessary to give careful consideration to the requirements for home teachers. A first and unofficial survey established two general requisites - the home teacher must meet certain standards of personality qualifications and of proficiency in manual arts.

In the United States a similar movement for higher and more uniform home teaching standards was being promoted at about this same time. There the problem was greatly complicated owing to the fact that work for the blind in the United States is undertaken by numerous associations for the blind - each an independent organization. The lack of co-ordination enhanced the difficulty of ~~uniformity~~. Because of the number and variety of organizations there was a much greater spread in home teaching standards in the United States than in Canada. Some of the wealthier state and private organizations demonstrated excellent home teaching; but many state, local and private commissions and associations employed no home teachers, and still others made use of untrained volunteers or engaged poorly qualified teachers for small remuneration.

This confusion might still exist in the United States had not proposed federal legislation aroused the

interest of all agencies for the blind. In 1935¹ the Social Security Act made available conditional grants for blind welfare. The condition stated that, in order to receive the federal grants, those administering and providing services for the blind must be properly qualified. Leaders in work for the blind recalled that similar legislation in Great Britain in the early twenties had brought about the replacement of blind home teachers by better qualified sighted teachers.² In the United States, the agencies for the blind, if they were to be eligible for the grants, must follow the expedient accepted in Great Britain or work out another solution of their own. Either they must discard the valued **practice** of employing blind home teachers, or they must train their home teachers to meet the government standards.

It was for these reasons, then, that in 1938³ representatives from agencies for the blind in both Canada and the United States met together in New York to discuss uniform and improved standards for home teachers. The following statement reports the outcome of that conference:

¹Evelyn C. McKay, "Home Teachers' Qualifications", Outlook for the Blind, Vol. XXXIII, (Dec, 1939), p.148.

²Ibid.

³Ibid.

In setting up standards for educational qualifications and including special preparation and personal attributes for two types of home teaching service, the conference assumes the following philosophy to represent a background of home teaching service: that the home teacher aids blind persons to overcome their handicap and to develop their abilities to the utmost, as well as to find satisfactory outlets, economic, social, and emotional, in the community.

For the purpose of establishing standards, home teaching service has been divided into two classes:

- I. Home teaching in the nature of instruction.
 - II. Home teaching to which is added social case work.
- I. Recommended requirements for home teachers in the instructional group:
 1. Two years of college work;
 2. Background courses in social case work;
 3. Special courses in methods of teaching embossed print.
 4. A practical knowledge of household activities, such as cooking, sewing, laundry work and cleaning;
 5. A demonstrated ability to impart knowledge to others.
 6. Attractive personality, good environmental background, mature judgment, emotional stability, neatness of appearance, tact, and poise.
 - II. Requirements for home teachers who are also social case workers:
 1. Senior Home Teacher and Social Case Worker: Graduation from a school of social work approved by The American Association of Schools of Social Work, in addition to the requirements for home teachers in the instructional group.
 2. Junior Home Teacher and Social Case Worker: Such social work training as is required for eligibility for Junior Membership in the

American Association of Social Workers, Junior Home Teaching Case Workers should work under the supervision of professional case workers until they qualify for the Senior Group.⁴

In 1941, as an outgrowth of the 1938 conference, the American Association of Workers for the Blind accepted the following list of specifications:

PART I - ACADEMIC REQUIREMENTS

CLASS I CERTIFICATE

To be eligible for a Class I certificate, a home teacher must present evidence of the following:

1. Graduation from an accredited high school maintaining a four-year course.
2. Two years of college credit (60 semester hours or 90 quarter hours).
3. Four semester hours (or its equivalent) of background courses in methods of teaching, which may be included in the college work described under No. 2.
4. One semester hour (or its equivalent) of a course in eye conditions, which may be included in the college work described under No. 2.
5. Four semester hours (or its equivalent) of a background course in social problems or social case work, which may be included in the college work described under No. 2.

⁴Ibid., pp. 148 f.

Substitutions or Alternatives

6. Training in an approved school of handicraft or similar technical school may be substituted for college work (No. 2 above) on a year-for-year basis by home teachers whose duties are limited to the teaching of crafts.
7. Successful home teaching experience in a recognized agency for the blind may be substituted for college work (No. 2 above) on the basis of two years of experience for one year of college work.

CLASS II CERTIFICATE

To be eligible for a Class II certificate, a home teacher must present evidence of the following:

8. Graduation from an approved four-year college.
9. Four semester hours (or its equivalent) of courses in methods of teaching, which may be included in the college work described under No. 8.
10. One semester hour (or its equivalent) of a course in eye conditions which may be included in the college work described under No. 8.
11. One year (two semesters or three quarters) in an approved school of social work.

PART II - PRACTICAL SKILLS
required for both Class I and Class II certificates

Part II of the home teachers' certification procedure covers practical skills - Braille writing, typewriting, household arts (for women) or household mechanics (for men), and six crafts.

Braille. All applicants for certification are required to take a practical test in writing Standard English Braille Grade Two.

Typewriting. All applicants for certification are required to take a practical test in typewriting.

Household Arts (for women). All women applying for certification are required to give evidence of their proficiency in such household activities as cooking, cleaning, laundry work, etc.

Household Mechanics (for men). All men applying for certification are required to give evidence to their ability to do ordinary chores and household repairs.

Women are not required to establish proficiency in household mechanics and men are not required to establish proficiency in household arts.

Required Crafts. All applicants, both men and women, are required to give evidence of proficiency in machine sewing and men are required to give evidence of proficiency in woodworking.

In addition to these four required crafts, applicants must give evidence of proficiency in two additional crafts which may be chosen from the following list: Chair re-seating; clay modeling; crocheting; gardening; leather work; mat-making; metal work; weaving.

The professional standards thus decided upon are not higher than effective home teaching demands, but arbitrary imposition of these standards would, in some instances, be difficult and even unjust. In the majority of the states prospective home teachers would have little difficulty in qualifying for the Class I Home Teaching Certificate. In Canada, however, those teachers who are already in the field but who cannot qualify for certification under the "length of service" clause, do have a special problem.

Until recently the School for the Blind at Halifax was the only special educational institution where blind students could obtain more than the first year of secondary school work. There are many home teachers in Canada who did not go to school in Halifax and who finished school elsewhere before the more advanced work became available. These teachers, even though they were trained in the home teaching normal course do not possess the new academic requirements for home teaching. For the majority of the Canadian home teachers this seemed an unfortunate and insurmountable obstacle to certification. Correspondence between The Canadian National Institute for the Blind and the Certification Board dealt with this anomaly, and as a result, for those teachers handicapped by inadequate educational facilities the high school requirements were waived.⁵ In spite of this concession it has not yet been possible for these teachers to become fully qualified. The great need for their continuous service in the field, the lack of opportunity to obtain the required lecture courses, and frequently, the inability of the teacher whose educational background is meagre to profit

⁵letter from Evelyn C. McKay, Secretary of the Board of Certification, American Association of Workers for the Blind, to Mrs. A.G. Armstrong, Director of the Social Service Department, Canadian National Institute for the Blind, June 9, 1943.

from the more advanced university work - all these factors contribute to the delay in meeting the standards which the American Association of Workers for the Blind determined upon in 1941.

Although Colonel Baker was one of the first and most forceful advocates of improved home teaching standards, it was not possible to institute at once a professional training course for home teacher candidates. In 1942 the need for more home teachers made necessary an impromptu basic training course. Owing to the war-time shortage of work materials and teaching personnel and to the haste with which the course was organized, it was impossible to incorporate the special courses in case work and eye diseases required for certification. The course followed very closely the pattern of previous normal training classes.⁶

The Canadian National Institute for the Blind took its first definite step to provide all the training necessary for certification in the summer of 1945. Two years earlier The American Foundation for the Blind⁷ in cooperation with Western Reserve University, established

⁶cf. Appendix C.

⁷a private organization devoted to promoting legislation for the blind, educational facilities and opportunities, the cooperation and coordination of all blind welfare agencies, and research into all aspects of the needs of the blind.

in Cleveland a course for workers with the adult blind. This special summer session included in its curriculum classes in case work, educational psychology, history and philosophy of work with the blind, vocational guidance, and anatomy and pathology of the eye. In 1945 the course was removed from Cleveland to Ypsilanti, Michigan, where it was given under the auspices of the University of Michigan. In this year the Institute sent Miss Louise Cowan, a graduate of the home teaching normal training class of 1938, to Ypsilanti to take the course. Miss Cowan had attended the Ontario School for the Blind and had later received the degree Bachelor of Arts.

The new venture proved satisfactory and the next summer the Institute again provided tuition and expenses for Miss Cowan so that she could complete the courses given in Ypsilanti.

Miss Cowan could now be certified as a Class I home teacher. It was realized, however, that one more year of study, "one year at an approved School of Social Work" would make her eligible for Class II certification. The Institute accordingly made arrangements with the University of Toronto to admit Miss Cowan to the School of Social Work, and in the autumn of 1946 she continued her studies there. The Bachelor of Social Work Degree, awarded in the spring of 1947, completed Miss Cowan's

qualifications for Class II certification. The certification diploma, however, was not sent forward from the Board until June, 1948.

The road to professional home teaching standards in Canada had now been opened. The next home teaching normal training class would be organized with special regard to certification requirements.

In the early summer of 1947 Miss Mary A. Clarke, Director of Welfare Services, and Miss Elizabeth Rusk, National Consultant for Home Teachers, were successful in locating residence and class-room accommodation at the United Church Deaconess School in Toronto. When accommodation was thus assured eighteen applicants for the course (there was residence provision for only that number) were accepted. These eighteen applicants had been carefully chosen. One of the group, Miss Isobel Beveridge of Vancouver, had the necessary university work, and upon completion of this Institute summer course would be able to qualify for certification. Miss Beveridge, indeed, having her Bachelor of Social Work degree would be able to apply for a Class II certificate. Thus the two home teachers so far to qualify with academic credits for certification have both made application for Class II certificates. At the time of writing Miss Beveridge's application has not yet come before the Certification

Board. The other seventeen trainees had the necessary High School work to qualify for certification, but they needed in addition to the summer training period two years university work or four years experience in the field. The majority of the seventeen will be working towards Class I certificates by acquiring the four years experience. None of this group will have fulfilled that requirement before 1951. In the meantime the Institute expects to provide more classes giving other teachers the same training. Although it may be early in the Canadian work to estimate accurately its needs, it is probable that Class I teachers are equipped to bear almost all the responsibility for home teaching in Canada. The Institute, acting on this assumption, will work primarily to increase the number of teachers with Class I qualifications. It will be some years before the work and the staff can profit from supervisors with Class II qualifications.

The curriculum of the 1947 summer course is given in detail in Appendix C, but it is interesting to note here some of the courses studied. As in previous normal training courses, the students received intensive instruction in Braille, handicrafts and typewriting. New courses on the curriculum included sixteen lecture hours in gardening, sixteen lecture hours in the anatomy

and diseases of the eye, sixty-four lecture hours combining the study of the Canadian social services and social case work method.

These higher qualifications now provided by the Institute should help overcome another problem in the home teaching department. The need for home teaching services is much greater than the present small staff can supply. It is felt that a number of young women who in the past might have made a contribution to blind welfare work as home teachers have regarded somewhat disdainfully the low salaries and apparently trivial service others were so valiantly carrying on, and have turned to other work. Home teaching now implies new standards, professional training, and due recognition. If blind pupils were to receive more information about the variety of opportunity and responsibility home teaching embraces, this new understanding of the work might attract able girls while they are still attending schools for the blind. It is true that few students could afford to prepare themselves for the work, but since the Institute has already promoted better qualifications by financial assistance, it will doubtless continue to bear the cost of special training.

The Institute is aware that the home teacher's present salary needs adjustment. The remuneration for

all Institute employees is receiving study. The revised system will surely acknowledge the home teacher's position and work.

The members of the 1947 class had a vigour and drive which not only met the strenuous academic and practical requirements but overflowed into two new ventures. These prospective teachers who were drawn from all across the Dominion anticipated the loss and insecurity they would experience when each was on her own far from the friendly support of her present fellows. They thereupon consulted with Miss Clarke and Miss Rusk with a view to forming an association for all Canadian home teachers. They realized, however, that this proposed association would seldom provide personal companionship. An organ to be known as the "Home Teaching Bulletin" was then suggested as an answer to that need.

Both these proposals were acted upon. The Association was formed with a provisional executive, a constitution committee and a Bulletin editor. Those first to hold office in the National Association of Home Teachers are as follows:

President.....	Edna Tolton
Vice-President.....	Florence Evans
Secretary-Treasurer.....	Isabel Thomson
Editorial Committee.....	Emily Philpott
	Amy Lammie
Chairman of the Constitution.....	Isobel Beveridge
Committee	

The Association is scarcely a year old but it appears to be well organized with a ratified constitution. There have been two quarterly issues of the Bulletin both of which have been mimeographed. The Association is anxious that the future issues be embossed in Braille for it is a source of concern to home teachers that much of the material important to their work is not in a form easily available to them.

The 1947 class is thus the beginning of a more professionally trained Canadian home teaching staff. At the present time there are only five certified Canadian teachers, four of whom have their professional standing owing to their practical experience in the work over a long period of service. The fifth has earned her standing through experience and the requisite undergraduate and graduate courses. By 1951, however it is not extravagant to prophesy that there will be at least twenty certified Canadian home teachers.

The Canadian National Institute for the Blind is thus conforming to the professional home teaching standards established by the American Association of Workers for the Blind. Teachers who have had the more extensive training which these standards demand are grateful for that preparation. It is perhaps necessary

to add, however, that this preparation is not intended to restrict the home teaching staff, but to assist those many women whose natural insight and sympathy provide the basic qualifications for the work.

CHAPTER VII

SUMMARY AND CONCLUSION

The first home teaching anywhere recorded was undertaken in England by Dr. William Moon. There, during the second quarter of the nineteenth century he devised a system of reading which bears his name and which is particularly adapted to minimize the difficulties experienced by elderly blind people in learning to read embossed type. While continuously trying to arouse public support for the embossing of books in his type, Dr. Moon personally and at first alone, until he received the help of volunteers, carried instruction to the blind in their homes. He visited the older blind and taught them Moon type so that they might read the Scriptures for themselves.

This work, begun by Dr. Moon was introduced towards the end of the century into the United States. There home teaching assumed new responsibilities. Teachers gave instruction in arts and crafts as well as in reading. Secular books were added to the collection of religious ones.

In 1893 Sir Frederick Fraser, superintendent of the school for the blind in Halifax, Nova Scotia, having seen the work of the Philadelphia Home Teaching Society, prepared several senior students in his school to visit and teach the blind in their homes. In the homes where there were young blind the teachers concentrated their efforts upon persuading the parents to send their handicapped child to the school for the blind, interpreting to them the opportunities the school would afford. In the homes of the adult blind the teachers taught reading and crafts.

Sir Frederick Fraser's work was well instituted, but the home teaching fund was too small to permit him to realize his purpose of extending the rehabilitation service to all the blind in the Maritime Provinces and Newfoundland. In 1919, one year after the organization of The Canadian National Institute for the Blind, Sir Frederick wisely but reluctantly committed his Home Teaching Fund to the Institute's Maritime Division. Since 1919 the Institute has devoted much money and thought to the development of home teaching throughout all Canada. Owing to the fact that the Quebec Division was not organized until 1930 home teaching has not been as well developed in that province as in the other divisions.

The Institute's fundamental contribution to the home teaching work has been the selection and special training of teaching personnel. Trainees from each of the nine provinces and from Newfoundland have attended the normal and supplementary home teacher training classes conducted on an average of one class every two years from 1920 to 1947. The normal courses, except for the most recent class held in the summer of 1947, have stressed Braille reading and writing, Moon reading typewriting, and a variety of crafts including knitting, crocheting, hand and machine sewing, basketmaking, chair seating, rug-making and rubber mat making.

It was felt that thorough instruction in embossed reading, typewriting and the crafts would fully equip the teacher for work with blind people in their homes. By 1938, however, it was coming to be realized that the home teacher's part in the rehabilitation of blind people required other skills than those then constituting the curriculum of the training class. The home teacher is charged with the task of helping the newly-blinded man or woman adapt himself to living without sight. The teacher's ability to help her pupil to a mastery of some manual skill, which will in turn give the pupil a feeling of achievement, often initiates adjustment. To further this adjustment the teacher frequently needs still other qualifications.

Rehabilitation - that is, the acceptance of the fact of blindness and the determination to live as nearly normal a life as possible in spite of the handicap - is largely a state of mind. The teacher can induce this healthy emotional balance more easily if she has a knowledge of personality make-up and of the case work method. The growing recognition during the thirties of this additional requirement for home teachers was one of the more important factors which led to the establishment of a joint Canadian and American committee for the re-examination of home teacher qualifications and standards. The professional standards and special qualifications proposed by the Committee and ratified by the American Association of Workers for the Blind provided for two grades of certified teachers. The qualifications for Class I certification comprise, in general, special training in embossed systems of reading, instruction in typewriting and manual skills, a course in the anatomy and pathology of the eye, case work and either four years actual teaching experience or two years of university work. To qualify for a Class II certificate the teacher must meet the requirements of Class I and in addition complete one year in an approved graduate school of social work. At the time of writing there are thirty-eight home teachers in Canada, five of whom are certified. Four of the certified

teachers have earned Class I certificates owing to their long record of pioneer work. The fifth has obtained Class II certification by meeting the academic requirements.

Canadian home teachers are now facing a series of difficulties. The foregoing chapters submit the following recommendations towards their resolution:

1. That a special study be undertaken to determine the advisability of providing motor transportation for teachers working in rural districts.
2. That guiding service be improved through the following means:
 - a) increased remuneration for guiding service
 - b) an explanation by the home teacher to her guide of the home teaching work and the guide's responsibility.
3. That intensive instruction be followed up by one or more of occasional visits from the home teacher, correspondence lessons, instruction at a training centre.
4. That the home teacher's work in the homes of pre-school blind children be supplemented by a specially trained social worker.

5. That instruction in arts and crafts be advanced by
 - a) employing a fully qualified occupational therapist to search out new skills and patterns, and adapt them to the teacher's needs, the occupational therapist's findings to be passed on to the teacher by the field supervisor and through the National Association Bulletin
 - b) inspecting all requisitioned materials before they are mailed from the Institute stock rooms.
6. That the teaching of Braille reading be facilitated by improved Braille texts and by the preparation of a graduated French Braille text.
7. That more background and preparation material be made available in Braille to the teachers.
8. That the form assigning a teacher to a pupil indicate the pupil's age, health, and any handicaps other than blindness.
9. That the home teacher be provided with more opportunities for consultation with her field supervisor.
10. That the home teacher training include a special course dealing with the problems of the aged.

11. That a salary schedule for home teachers be established.
12. That, in order to increase the staff, potential home teachers receive,
 - a) detailed interpretation of the work
 - b) the opportunity of financial assistance to qualify as certified home teachers.

This report has thus recorded the development of home teaching from the voluntary missionary service which was its beginning to the rehabilitating work now conducted by paid and trained teachers. The report discusses a number of problems now facing home teachers in the Canadian field and suggests ways of resolving them. If home teaching in Canada is to continue its development, The Canadian National Institute for the Blind must cherish the imagination and humanity which have fostered the work, employing these same strengths to meet the challenges of the present.

APPENDIXES

- A. EXTRACT FROM THE CONSTITUTION AND BY-LAWS
OF THE CANADIAN NATIONAL INSTITUTE
FOR THE BLIND
- B. QUESTIONNAIRE
- C. DETAILS OF NORMAL TRAINING COURSES
- D. BIBLIOGRAPHY

APPENDIX A

EXTRACT FROM THE CONSTITUTION AND BY-LAWS
OF THE CANADIAN NATIONAL INSTITUTE
FOR THE BLIND

THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND has been constituted with all the rights and powers. . . . for the following purposes and objects, namely:

(a) To provide means for the industrial or professional training of the blind and to develop, secure, maintain, encourage, and extend a central control and organization to assist, utilize, and co-ordinate the various public or private agencies, institutions and associations for the blind, now carrying on operations or which hereafter may be established, which shall be deemed advantageous in carrying on operations throughout Canada for the welfare of the blind;

(b) To take measures and adopt every possible means for the conservation of sight, to secure adequate legislation for the prevention of blindness, and to provide for the prompt treatment of disease of and injuries to the eye;

(c) To advocate, maintain and extend the knowledge and use of the embossed dot system of printing and writing for the blind known as the Braille system;

(d) To print, manufacture, sell, distribute and deal in books, maps, music and goods apparatus, appliances and materials of all kinds useful or suitable for the blind (in which phrase when used in this memorandum are included persons who, though not totally blind, are partially or intermittently deprived of sight to a serious extent);

(e) To investigate any question or proposals with reference to the education, training, employment or well-being of the blind or otherwise affecting their interests;

(f) To give advice, counsel and assistance of every kind to the blind and to those charged or concerned with their education, training, employment or well-being;

(g) To promote the higher education, profitable employment and social well-being of the blind in every possible way;

(h) To purchase, take, have, hold, possess, retain and enjoy any property, real or personal, corporeal or incorporeal, whatsoever, and for any or every estate or interest therein whatsoever, given, granted, devised or bequeathed to it, or appropriated, purchased or acquired by it in any manner or way whatsoever to, for or in favour of the uses and purposes of the Institute;

(i) To invest the moneys of the Institute not immediately required in such investments as may from time to time be determined;

(j) To co-operate in, aid in, subscribe towards or subsidize any proceeding or undertaking which may seem calculated directly or indirectly to benefit the Institute;

(k) To apply for, purchase or otherwise acquire and to protect, prolong and renew patents, patent rights, trade-marks, formulae, licenses, protections, concessions and the like, conferring or relating to any exclusive or non-exclusive or limited right to use, or any secret or other information as to any invention which may seem capable of being used for any of the purposes of the Institute, or the acquisition of which may seem calculated directly or indirectly to benefit the Institute or any of its members, and to use, exercise, improve, develop or grant licenses in respect of or otherwise turn to account the property or information acquired;

(l) To take or otherwise acquire and hold shares in any association or company having objects altogether or in part similar to those of the Institute or carrying on any business which may seem capable of being conducted so as directly or indirectly to benefit the Institute;

(m) To establish and support or aid in the establishment and support of associations, institutions, funds, trusts, work, work shop industries and conveniences calculated to benefit members or ex-members of the Institute, or of any association allied with the Institute in its operations or subsidiary to the Institute or in which the Institute holds shares or securities, or to benefit the dependents or connections of such persons, and to grant pensions and allowances, and to make payments towards insurance and to subscribe or guarantee money for charitable or benevolent objects or for any exhibition or for any public, general or useful object;

(n) To draw, make, accept, endorse, execute and issue promissory notes, bills of exchange, bills of lading, warrants and other negotiable or transferable instruments;

(o) To adopt such means of making known the work and operations of the Institute as may seem expedient and in particular by advertising in the press, by circulars, by purchase and exhibition of works of art or interest, by publication of books and periodicals and by granting prizes, rewards and donations;

(p) To sell, exchange, lease, dispose of, turn to account or otherwise deal with or contract with reference to all or any part of the property and rights of the Institute;

(q) To consolidate or amalgamate with any other Institute or Associations having objects similar in whole or in part to those of the Institute;

(r) No power granted in any paragraph hereof shall be limited or restricted by reference to or inference from the terms of any other paragraph hereof;

(s) To do all such other acts and things as are incidental or conducive to the attainment of the above objects, and generally in any way to do all such things as shall be calculated directly or indirectly to promote the best interests of the blind throughout the Dominion of Canada.

APPENDIX B

QUESTIONNAIRE

Note:

The following questions are being asked in an attempt to obtain a perspective of home teaching in Canada at the present time. The answers to Section D should be made in respect of two specific weeks, June 14 to June 26, 1948. It is realized that this period may be a slack or particularly heavy work time for some teachers, but when all the reports are brought together they should indicate a fairly accurate average for the work as a whole.

A. Employment:

1. How many years have you been working?.....()
2. Are you at present working in a rural area?.()
3. Are you at present working in an urban area?()
4. Are you at present employed in full-time
teaching?.....()
Part-time teaching?.....()

B. Guiding Service:

5. Do you have guiding vision?.....()
6. If you have guiding vision, do you use the
services of a guide at any time?.....()
7. Do you require a guide full time?.....()
8. Do you have a guide full time?.....()
9. Do you have more than one person rendering
guiding service?.....()

10. Does your guide help you with business correspondence?.....()
11. Does your guide help with the preparation of lessons?.....()
12. Would more sighted help you in your work?... ()
13. Would more sighted help increase your time for actual visiting and instruction?.....()
14. Generally speaking, does the guide's presence in the room during instruction disturb the pupil?.....()
15. Does the guide's presence influence the teacher-pupil relationship?.....()

C. Travel:

16. Do you walk?.....()
17. Do you use taxi services?.....()
18. Do you use bus and street car?.....()
19. Do you use train and trolley?.....()
20. Does your guide drive a car for you?.....()
21. Does the Red Cross or any other private organization provide transportation for you?()

D. Miscellaneous:

22. In the two-week period specified above how many visits did you make?.....()
23. Approximately how much time did you spend in transportation during the same period?.....()

24. With reference to the same two-week period, how many hours did you spend in the pupils' homes, including both instruction and social visiting?.....()
25. Do you give intensive instruction to a pupil?.....()
Occasionally?.....()
Frequently?.....()
26. If you give intensive instruction, do you live in the pupil's home?.....()
In a boarding-house?.....()
In a hotel?.....()
27. Does your work make it necessary for you to stay overnight in another community?.....()
Occasionally?.....()
Frequently?.....()
28. Do you have difficulty in obtaining available work materials from The Canadian National Institute for the Blind?.....()
Occasionally?.....()
Frequently?.....()
29. List skills or crafts you now teach in which you did not receive instruction during the Home Teachers' Normal Training Class? _____
30. What do you, as a home teacher, consider your greatest difficulty? Travel? Guide service? Training? Securing work materials? Any other? _____
31. State any suggestions you may have for lessening or eliminating your particular difficulty. _____
32. Do you have a room in your local C.N.I.B. office for teaching?.....()

33. Are you sometimes asked to address church groups, service clubs, women's organizations?.....()

E. Case History:

34. Tell the story of two of your most interesting pupils, giving details of personality, home environment, cause of blindness, approximate age at onset of blindness, age at which they first received instruction, duration of instructions. Discuss their adjustment to blindness and the part the home teacher played in assisting the adjustment.

APPENDIX C

TABLE 2

BASIC TRAINING COURSE NO. 1

March 1 to July 9 1920

Curriculum	Hours of Teaching	Students	Place of Residence
Braille	91	Miss A. Campbell	Alberta
Moon	14	Miss Julia Dickson	Ontario
Groove Card Writing	1	Miss Nora Heaphy	Ontario
Typewriting	56	Miss Elizabeth Rusk	Ontario.
Basketry	119	Miss Eleanor Woolridge	Ontario
Raffia Mats	35		
Chair Caning	56		
Netting	70		
Hand Sewing	1		
Machine Sewing	25		
Knitting	35		
Crocheting	35		
Biology	2 $\frac{1}{2}$		
Psychology	2 $\frac{1}{2}$		
Pedagogy	2 $\frac{1}{2}$		
Heredity	2 $\frac{1}{2}$		

TABLE 3

BASIC TRAINING COURSE NO. 2

April 6, 1921 to March 31, 1922

Curriculum	Hours of Teaching	Students	Place of Residence
Braille	200	Miss J. Gilliat	Nova Scotia
Moon	42		Ontario
Groove Card Writing	21	Miss E. Sage	Saskatchewan
Typewriting	168	Miss M. Liggett	Nova Scotia
Basketry	450	Miss E. Girard	Ontario
Raffia Mats			Saskatchewan
Chair Caning	165		British Columbia
Netting	200	Miss J. Lang	Ontario
Hand Sewing	20	Miss A. Fisher	Saskatchewan
Machine Sewing	70		British Columbia
Knitting	105	Miss R. McKellar	Ontario
Crocheting	145		Saskatchewan
Darning	7	Miss E. McQuade	Ontario
Macrami Bags	21	Miss S. Liggett	Ontario
Pith Seating	90		Ontario
Kindergarten	145	Mrs. R. Norman	Ontario
Sight Saving			Ontario
Diseases of the Eye	14	Miss A. McKay	Ontario
Personal Hygiene		Miss E. Stevens	Ontario
		Miss E. Rusk	Ontario
		Miss E. Coop	Ontario

TABLE 4

BASIC TRAINING COURSE NO. 3

May 7 to July 27, 1928

Curriculum	Hours of teaching	Students	Place of Resi- dence
Braille	35	Miss J. Reddick	Ontario
Moon	7	Miss E. Tolton	Ontario
Typewriting	42	Miss C. Dawson	Ontario
Basketry	70	Miss K. O'Brien	Ontario
Chair Caning	35	Mrs. N. Leduc	Ontario
Machine Sewing	14	formerly	
Knitting	42	Nora Heaphy	
Crocheting	28		
Pith Seating	28		
Bead Work	14		
Rush Seating	14		
Leather Work	28		
Social Service	2		
Prevention of Blindness	1		
Registration Methods	1		

TABLE 5

BASIC TRAINING COURSE NO. 4

May 18 to July 25, 1931

Curriculum	Hours of Teaching	Students	Place of Residence
Braille	30	Miss Lammie	Ontario
Moon	7	Miss G. Slay	Ontario
Typewriting	30	Miss E. Philpott	Ontario
Basketry	65	Miss G. James	Ontario
Chair Caning	30	Miss M. Nicholson	Manitoba
Hand Sewing	7	Miss D. Stark	British Columbia
Machine Sewing	14		
Leather Work	20	Miss C. Jones	Alberta
Knitting	30	Miss M. Wickwire	Nova Scotia
Crocheting	20		
Pith Seating	28	Miss J. Ducharme	Quebec
Rubber Matting	7		
Kindergarten	2		
Social Service	2		
Prevention of Blindness	1		
Registration			
Methods	1		
Library	1		

TABLE 6

BASIC TRAINING COURSE NO. 5

June 15 to August 19, 1938

Curriculum	Hours of Teaching	Students	Place of Residence
Braille	30	Miss J. Brissette	Quebec
Moon	8	Miss A. Tremblay	Quebec
Typewriting	33	Miss R. Munroe	Ontario
Basketry	42	Miss M. Casey	Ontario
Hand Sewing	6	Miss M. Wickwire	Nova Scotia
Machine Sewing	15		Scotia
Leather Work	30	Miss M. Liggett	Saskatchewan
Knitting	36		at Newfound-
Crocheting	12	Mr. W.H. Collins	land
Chair Caning	21		Newfoundland-
Pith Seating	10	Miss A. Bailey	land
Rubber Mats	10		Ontario
Darning	3	Miss L. Cowan	Ontario
Mending	6	Miss G. Ackert	Ontario
Waffle Weaving	12	Miss E. Glidden	Ontario
Social Service Work	1	Miss T. Biluk	Manitoba
Registration	1		
Personal Hygiene	1		
Field Work	1		
Publicity	1		
Placement Work (Industrial)	1		
Prevention of Blindness	1		
Library Work	1		
Business Administration	1		
Kindergarten	5		

TABLE 7

BASIC TRAINING COURSE NO. 6

May 4 to June 26, 1942

Curriculum	Hours of Teaching	Students	Place of Residence
Braille	30	Miss Bernice Biggs	British Columbia
Moon	20		
Typewriting	23	Miss Clara Davidson	Alberta
Basketry	30	Miss Agnes Horne	British Columbia
Chair Caning	14		
Hand Sewing	4	Miss Norma Hughes	Ontario
Machine Sewing	4	Miss Marguerite Lavoie	Quebec
Knitting	35		
Crocheting	23	Miss Elsie McRae	British Columbia
Pith Seating	7		
Darning	2	Miss Della Yates	Alberta
Kindergarten	8		
Social Service Work	1		
Registration	1		
Field Work	1		
Publicity	1		
Placement	1		
Prevention of Blindness	1		
Library Work	1		
Stand and Cafeteria Operation	1		

TABLE 8

BASIC TRAINING COURSE NO. 7

1947

Curriculum	Hours of Teaching	Students	Place of Residence
Braille	30 $\frac{3}{4}$	Miss G. Abbott	Ontario
Moon	10 $\frac{1}{4}$	Miss I.	British Columbia
Typewriting	17 $\frac{1}{2}$	Beveridge	Ontario
Knitting	13	Miss J. Burrows	Quebec
Crocheting	13	Miss G. Comptois	Quebec
Basketry	8	Mrs. J. Crombie	New Brunswick
Leather Work	28	Miss Evans	Quebec
Hand Sewing	18		Quebec
Machine Sewing	10	Miss M. Gauvreau	Saskatchewan
Rug Making	2	Miss G. Goulet	Manitoba
Home Economics	2		Ontario
Rubber Matting	3	Miss A. Henri	British Columbia
Games, Equipment, Recreation	50	Miss M. Lea	Manitoba
Special Social Work Lecture	10	Miss R. Lobb	Manitoba
Gardening	5	Miss L. Lye	Ontario
Physiology and Pathology of the Eye	16	Miss D. Markham	Alberta
		Miss M. Mitchell	British Columbia
		Miss M. North	Ontario
		Miss R. Rankin	Quebec
		Miss T. Taillon	Ontario
		Miss I. Thomson	

TABLE 9

SUPPLEMENTARY TRAINING COURSE NO. 1

July 2 to July 31, 1924

Curriculum	Hours of Teaching	Students	Place of Residence
Floor Lamps (Reed)	42	Mrs. N. Leduc	Ontario
Chairs (Reed)	42	Miss S. Miller	Ontario
Book Cases (Reed)	36	Miss J. Tang	Ontario
Ferueries (Reed)	16	Miss E. Loop	Ontario
Tables (Reed)	32	Miss A. Brunsden	Ontario
Jardinieres (Reed)	16	Miss E. Sage	Ontario
Social Service	1	Miss E. McQuade	Ontario
Sight Saving	1	Miss E. Rusk	Ontario
Library work	1	Miss A. Campbell	Ontario

TABLE 10

SUPPLEMENTARY TRAINING COURSE NO. 2

July 3 to July 30, 1925

Curriculum	Hours of Teaching	Students	Place of Residence
Chairs (Reed)	40	Mrs. N. Leduc	Ontario
Floor Lamps (Reed)	40	Miss S. Miller	Ontario
Hall Racks (Reed)	30	Miss J. Tang	Ontario
Dinner Wagons		Miss E. Loop	Ontario
(Reed)	40	Miss A. Brunsden	Ontario
Assorted Small		Miss E. Sage	Ontario
Baskets	70	Miss E. McQuade	Ontario
		Miss E. Rusk	Ontario
		Miss A. Campbell	Ontario

TABLE 11

SUPPLEMENTARY TRAINING COURSE NO. 3

July 5 to July 31, 1926

Curriculum	Hours of Teaching	Students	Place of Residence
Braille	32	Miss A. Brunsden	Ontario
Moon	4	Miss A. Campbell	Ontario
Leather Work	36	Mrs. N. Leduc	Ontario
Bead Work	24	Miss E. Loop	Ontario
Crocheted Rugs	16	Miss E. McQuade	Ontario
Knitting	30	Miss S. Miller	Ontario
Salesroom Methods	1	Miss E. Rusk	Ontario
Accounting	1	Miss E. Sage	Ontario
Registration	1	Miss J. Tang	Ontario
Social Service	1		
Prevention of Blindness	1		

TABLE 12

SUPPLEMENTARY TRAINING COURSE NO. 4

July 5 to July 22, 1927

Curriculum	Hours of Teaching	Students	Place of Residence
Braille	24	Miss A. Campbell	Ontario
Typewriting	24	Mrs. N. Leduc	Ontario
Machine Sewing	7	Miss E. Loop	Ontario
Leather Work	24	Miss E. McQuade	Ontario
Chair Caning	7	Miss S. Miller	Ontario
Knitting	10	Miss E. Rusk	Ontario
Round Table Discussion on Prevention of Blindness	1	Miss E. Sage	Ontario
		Miss J. Tang	Ontario
Social Service	1	Miss J. Beaudreau	Quebec
Registration	1		

TABLE 13

SUPPLEMENTARY TRAINING COURSE NO. 5

July 18 to July 31, 1931

Curriculum	Hours of Teaching	Students	Place of Residence
Basketry	25	Miss J. Reddick	Ontario
Rubber Mats	5	Miss E. Tolton	Ontario
Knitting	10	Miss C. Dawson	Ontario
Hand Sewing	4	Miss K. O'Brien	Ontario
Machine Sewing	3	Mrs. N. Leduc	Ontario
Leather Work	20		
Social Service	1		
Registration	1		
Prevention of Blindness	1		
Library Services			

TABLE 14

SPECIAL COURSE IN POTTERY

April 12 to May 23, 1937

Subject	Hours of Teaching	Students	Place of Residence
Pottery	12	Miss E. Rusk	Ontario
		Miss K. O'Brien	Ontario

TABLE 15

SPECIAL COURSE IN WEAVING

April 1 to May 15, 1938

Subject	Hours of Teaching	Student	Place of Residence
Weaving	18	Miss E. Rusk	Ontario

TABLE 16

SPECIAL COURSE IN ARTS

December 1 to March 31, 1938

Subjects	Hours of Teaching	Students	Place of Residence
Papier Mache)	48	Miss E. Rusk	Ontario
Modelling Puppets)		Miss K. O'Brien	Ontario
Appliqueing Felt)			
Clay Modelling)			

TABLE 17

SPECIAL COURSE IN WEAVING

October 7 to October 11, 1939

Subject	Hours of teaching	Students	Place of Resi- dence
Weaving (Hand Loom)	10	Miss E. Rusk	Ontario
		Miss E. Tolton	Ontario
		Miss A. Lammie	Ontario
		Miss E. Philpott	Ontario
		Miss K. O'Brien	Ontario

TABLE 18

SPECIAL COURSE IN WEAVING

February 3 to February 17, 1941

Subject	Hours of Teaching	Students	Place of Resi- dence
Weaving (Hand Loom)	60	Miss E. Tolton	Ontario
		Miss K. O'Brien	Ontario
		Miss G. Ackert	Ontario

TABLE 19

SPECIAL COURSE IN WEAVING

May 3 to May 13, 1943

Subject	Hours of Teaching	Students	Place of Residence
Weaving (Hand Loom)	72	Miss M. Casey Miss A. Lammie	Ontario Ontario

TABLE 20

SPECIAL COURSE IN WEAVING

October 1943

Subject	Hours of Teaching	Students	Place of Residence
Weaving (Hand Loom)	60	Miss A. Lammie Miss M. Casey	Ontario Ontario

APPENDIX D

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